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ABSTRACT

With the move to self-governance and the dismantling of Indian and Northern Affairs Canada (INAC), there is a need to know if Aboriginal education systems are providing superior, adequate, marginal, or unsatisfactory standards of education for their students. A study of 165 First Nations students attending a K-10 First Nations school sought to determine if Aboriginal students were more successful in a locally controlled reserve school, as opposed to a federal school. A student survey examined attitudes toward school, values, and sources of enjoyment. Measures of success at the school, which had come under First Nations control 3 years previously, included academic testing (CTBS), attendance, student suspensions and expulsions, age-grade deceleration, dropout rates, and graduation. Attendance improved significantly under Native control, compared to under INAC control. Student enrollment increased steadily from 1990 to 1997, an average of 25 students per year. Age-grade deceleration was reduced by 20.8 percent, primarily in the K-8 grade levels. Students were staying in school, and 34 older students who had been out of school for some time, returned to finish. The paper includes 25 recommendations for increased school success, and suggestions for further research. Contains 38 references and 34 data tables. (TD)

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Project Research

on

The Achievement of Aboriginal Students in Reserve Schools : A Success or Disappointment

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Project Research

on

The Achievement of Aboriginal Students in Reserve Schools : A Success or Disappointment

Submitted to: Dr. Common

Submitted by: Nelson Mason

September 9, 1998

RC 021789

...The Achievement of Aboriginal Students in Reserve Schools:...

.....A Success or Disappointment.....

(Title)

A thesis/project submitted to the Senate of Brandon University in partial fulfilment of the requirements of the degree of

MASTER OF EDUCATION

(Year)

1998

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The undersigned certify that they have read, and recommend to the Senate for acceptance, a Master's Thesis/Project entitled:

The Achievement of Aboriginal Students in Rural Schools: A Success or Disappointment

submitted by Nelson Mason

in partial fulfilment for the requirements for the degree of

MASTER OF EDUCATION

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Date Sept. 10, 1998

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To Elaine, my best friend and wife, thank you for all the years of moral support and understanding

To my children, Sonya and Delaney, I could not have done this if you were unhappy

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Abstract

The purpose of this study is to determine if Aboriginal students will do better in a locally controlled reserve school, as opposed to a federal school, in receiving an education that meet the needs of the institutions in their efforts to achieve success. With the move to self-governance and the dismantling of Indian and Northern Affairs Canada (I.N.A.C.), there is a need to know if Aboriginal educational systems are providing superior, adequate, marginal, or unsatisfactory standards of education for their students.

The sample for this study consists of 165 Aboriginal students attending a Kindergarten to Grade Ten First Nations school which is predominately Ojibway speaking. Achievement will be measured by the use of several instruments which report enrollments, age-grade placement, attendance, staff qualifications and experience, staff turnover, class loads, number of native teachers, and community involvement. Opinions of the staff who were working at the school during federal control and local control will also be solicited through an interview process. The study will compare data from September 30 of 1990 to September 30 of 1998.

As many First Nations in Canada are contemplating whether or not to assume local control of schools, the results from this study should assist local governments on reserves to determine the future needs of their unique schools.

CHAPTER ONE

This chapter is a brief summary of First Nations history, government interference, and the abuse inflicted by representatives of the church that composed the early years theme for learning. Canadian First Nations people have undergone a paramount turning point in their history, namely, the right to control their destiny through education. One aspect they will encounter will be the loss of future traditional cultural beliefs through assimilation. Aboriginals will have to reflect on ways to bring their culture and values back into the teaching of the young and address the present situation of acceptance to assimilation, or at best, find a medium in which both entities can exist.

Before contact, First Nations people had their own methods of educating their young. Traditional Indian education took a practical form, which served their basic needs adequately.

> Children were taught by their parents and grandparents from a very young age. They were taught acceptable social behavior and the means of survival in an often harsh environment. Girls were taught, among other things, how to prepare and sew garments made of animal hides, how to set up camp, how to prepare food to keep it from spoiling, and how to care for children. Boys were taught to be courageous, skillful hunters. Bravery was admired. Training for the boys and girls in preparation for adulthood was very important .... Learning , per se, is not a new concept to Indian people (MacPherson Report 1991, p. 2).

Since early technology enabled exploration of the sea, the different continents were ready for contact, thus beginning the so-called discovery period. Land was an issue, and how to make it sovereign was the question for many nations. "These nations generally believed themselves to be intellectually and morally superior to the peoples whose lands they invaded." (Rotman, 1996 p.21) Upon contact, the original people were assumed to be without any legal right to the land, as

they were seen as uncivilized. This raw perception formed the basis for large areas of land to be found and ceded by the mother country.

> Europeans arriving in North America attempted to justify their assumption of political sovereignty over First Nation nations and title to their lands on the basis of a reinterpretation of prevailing norms in international law at the time, in particular the doctrine of discovery. This doctrine is based on the notion of terra nullius - a Latin term that refers to empty, essentially barren and uninhabited land. Under norms of international law at the time of contact, the discovery of such land gave the discovering Nation immediate sovereignty and all rights and title to it (Royal Commission on First Nation Peoples 1996 Vol. 1. p. 34).

Now that the land issue was no longer in question, the next problem to overcome was that posed by the original inhabitants of the land, the First Nations people. The intention was to make them useful and productive members of a European society through education. The church, with all it's varied denominations, was at the forefront of the education process.

> With the arrival of the European settlers, first French and then English, to Confederation the central role in the education of Canadian Indians was played by missionaries, especially those from several orders of the Roman Catholic Church. Although some instruction was given in some Indian languages, the core of the education system was European in conception and execution (MacPherson Report 1991 p. 2).

With the education process well underway, the immediate goal of the Europeans was to transform Aboriginals into clones of themselves. The church and government had very little success with Aboriginal adults, so concentration was focused on the future, namely, the children.

An act of legislation created an era of child abuse, neglect, and cultural genocide for many First Nations communities who were forced to send their children to residential schools.

> Confederation in 1867 gave the federal government jurisdiction, through section 91(24) of the British North American Act, 1867 (now the Constitution Act, 1867) over Indians and lands reserved for Indians. The centerpiece of the federal government's exercise of this

> jurisdiction from 1867 to about 1950 was the residential school. These schools were located on or near reserves where most Indian children lived. They were run by the churches which in turn received some financial support from the federal government. The theory of these residential schools was segregation ... the education of Indians in separate schools away from the white population (Macpherson Report 1991, p. 2).

Empathy and caring were of little concern to the government, results were what mattered. The church cannot go unscathed in this matter as their representatives were at the front of this treacherous transfiguration.

> The residential school system was geared to the academic training of the child and fails to meet the total needs of the child because it fails to individualize; rather it treats him en masse in every significant activity of daily life. His sleeping, eating, recreation, academic training, spiritual training and discipline were all handled in such a regimented way as to force conformity to the institutional pattern. The absence of emphasis on the development of the individual child as a unique person is the most disturbing result of the whole system. The schools are providing a custodial care service rather than a child development service. The physical environment of the daily living aspects of the residential school is overcrowded, poorly designed, highly regimented and forces a mass approach to children. The residential school reflects a pattern of child care which was dominated in the early decades of the 20th century, a concept of combined shelter and education at the least public expense (R.C.A.P. Vol. 1. 1996, p. 375).

The residential school period and the cultural genocide that occurred was tragic, but the loss of family ties, language, traditions, ceremonies, and daily living experiences which were all parts of their culture was an even greater tragedy. These students of the residential schools were unable to verbally communicate with others within the same culture group. They certainly could not fend for themselves in an environment that was foreign and alien to them. The necessary knowledge had been surgically removed through enculturation. These outcasts were caught between two distinct worlds. Neither one of which would accept them after the social engineering process was complete.

> The basic premise of resocialization, of the great transformation from 'savage' to 'civilized' was violent. " To kill the Indian in the child, " the department aimed at severing the artery of culture that ran between generations and was the profound connection between parent and child sustaining family and community (R.C.A.P. Vol. 1. 1996, p. 365).

The characteristics of education were less evident in the daily lives of the students who attended these schools in the early years. In early years, students were no more than drudges for the church. As the years passed, and edification took place, academics were addressed.

> It would be difficult to assess the quality of education received by Indian children at the residential schools. Undoubtedly, some of the missionaries and their staff were sound and dedicated educators producing good students. However, even if this is true, what has emerged from the past is a tragic story ... for many Indian students in many schools across the country suffered from physical, emotional and even sexual abuse. For these students the deep pain in their school day lives must have made it virtually impossible to become educated in any meaningful sense (MacPherson Report 1991, p. 2).

Before confederation, England as well as France had a vested interest in Canada. This presented a problem for both nations, as they were both fighting for control over Canada. "The treaty of Utrecht, 1713, ended the battles between Britain and France" (Rotman 1996 p.26). The pressure for a treaty negotiation to resolve the land issue was at the forefront of those concerned.

> [There are] those who propagate the myth... that Canada began to negotiate treaties with the Indians of the West in 1871 as part of an overall plan to develop the agricultural potential of the West, open the land for railway construction, and bind the prairies to Canada in a network of commercial and economic ties. Although there is an element of truth to these statements, the fact remains that in 1871, Canada had no plan on how to deal with the Indians and the negotiation of treaties was not at the initiative of the Canadian government, but at the insistence of the Ojibwa Indians of the Northwest Angle and the Saulteaux of the tiny province of Manitoba. What is ignored by the traditional interpretation is that the treaty process only started after Yellow Quill's band of Saulteaux turned back settlers who tried to go west of Portage la Prairie, and after other Saulteaux leaders insisted upon enforcement of the Selkirk Treaty or, more often, insisted upon making a new treaty. Also ignored is the fact that the Ojibwa of the Northwest Angle demanded rents, and created the fear of violence against prospective settlers who crossed their land or made use of their territory, if Ojibwa rights to their lands were not

recognized. This pressure and fear of resulting violence is what motivated the government to begin the treaty- making process (R.C.A.P. Vol. 1. 1196, p. 163).

Even though treaties were signed, the meanings of such documents were in question. It appears that European and First Nations interpretations of their agreements, whether written or not, differed on some key issues.

> The two principal ones were possessory rights to the land and the authority of European monarchs or their representatives over First Nation peoples. In general, the European understanding - or at least the one that was committed to paper - was that the monarch had, or acquired through treaty or alliance, sovereignty over the land and people on it. The First Nation understanding, however, recognized neither European title to the land nor First Nation submission to a European monarch (R.C.A.P. Vol. 1. 1996, p. 125).

> The British view of treaties was that once a treaty was signed it would remain in effect - more or less in a steady state - until definite action was taken by one or both sides to change it (R.C.A.P.Vol. 1. p.123).

Fiduciary obligations with the crown were entrenched, and a trust relationship began. This was the beginning of a connection that would endure the passage of time, and create problems for future governments.

> A trust creates a legally binding obligation in which the party or parties controlling the property of the trust (the trustees) hold that property for the benefit of a party or parties (the beneficiaries or cestuis que trust) and not for themselves in their roles as trustees (Rotman 1996 p.10).

The crown attempted to escape it's fiduciary and trust obligations to First Nations peoples through political maneuvering called off-loading.

> This process began in earnest after the War of 1812, when Great Britain's treasury began to hurt at the cost of funding the Imperial government's colonial ambitions. Between 1830

> and 1866, the Imperial government traded the costs of operating local government to the colonies in exchange for the devolution and delegation of administrative powers to those same colonial governments. Included among these powers was Indian Affairs-the management of Indian lands and assets, and general administration. It was at this time that colonial legislatures began passing legislation which breached the treaties and interfered with Indian nations' internal affairs. They also liquidated Indian assets to offset reductions in Imperial grants for their own operations. At Confederation, off-loading took another step: Britain delegated to the federal government legislative responsibility for Indians. However, the division of powers laid out in the British North America Act, 1867 gave the provinces the beneficial interest in Indian lands and resources, and the revenues from them. Because of this, the federal government was stuck with the costs of the "Indian administration", without having access to the revenues from tribal lands. This original flaw in the terms of Confederation continues to distort any discussion of Crown-Indian relations (Assembly of First Nations 1988 p.1).

In 1975 a court case, "Guerin v R," set a precedent as the federal Crown was sued for breach of trust.

> Although Guerin was the first Canadian case that judicially characterized the relationship between the crown and Native peoples as fiduciary in nature, it, like its predecessors, began as a case in which the existence of a trust relationship between the Crown and First Nations peoples was alleged by the latter. To create a legally valid trust, three essential characteristics, known as the three certainties, must exist. The subject matter of the trust, also known as the corpus or res, must be clearly and readily identifiable and legally recognizable as property. This is known as the certainty of subject. The person who seeks to establish the trust - the settlor - must use explicit language in creating the trust so that there is no doubt as to the purpose or function of the trust. This is known as the certainty of object. Finally, the intention of the settlor to establish the trust must itself be beyond question. This is known as certainty of intent. The judicial consideration of these concepts in Guerin underlies its transformation from a trust case to one which recognized and affirmed the fiduciary relationship between the Crown and Native peoples in Canada (Rotman 1996 p. 88).

In 1867, the British North America Act provided the constitutional base for the federal government to exercise exclusive authority to legislate First Nations peoples. This act of legislation, entitled the Indian Act, would be the controlling factor in First Nations life.

> We do not want the Indian Act retained because it is a good piece of legislation... It is discriminatory from start to finish. But it is lever in our hands and an embarrassment to

> the government, as it should be. No just society and no society with even pretensions to being just can no longer tolerate such a piece of legislation, but we would rather continue to live in bondage under the inequitable Indian Act than surrender our sacred rights. Any time the government wants to honor its obligations to us we are more than ready to help devise new Indian legislation (Cardinal 1969 p.140).

With the political awakening of Aboriginals came the emerging political climate, and the fight for self-determination and self-governance. "The spearhead must be directed towards the problems as Indians themselves see them rather than as the non-Indian perceives them. Hopefully, the era of non-Indians telling Indians what their problems are and how to solve them will soon be past" (George and Price 1971 p. 291). The mind set of this era is no longer acceptable, and First Nations people are exerting their political desires through First Nations leaders. It has been a long struggle to get from legislated control to self-determination and Local Control of Education. Why did this fight for control even take place? Simply, because the education that was being provided was not meeting the needs of the students. With this in mind, the issue of educational requirements brings the researcher to the present and to the issues that confront First Nation schools. Is vicissitude a good thing? Yes, without question.

Since the inception of Local Control of Education, the question has been asked, does one know for sure that First Nations students will do better in reserve schools than in federal schools? This is the problem many First Nations must address. The focus of this study will be on determining whether success has it been achieved since taking control. This study does not take into account all First Nations schools, [the study will focus on one First Nations school] and does not imply that this case study speaks for all First Nations schools.

Research Questions and Hypothesis

The scope of the topic this researcher has chosen is ambitious, and the implications could be controversial in nature to any gains that First Nations have made in self-determination, but introspection is essential for betterment. The objective is to determine if First Nations schools are providing effective education to assure the success of it's student populace.

The first obstacle which presents itself is how to measure success. The researcher must have a clear-cut method of understanding what is success. Measuring success is a difficult process which will involve measuring student achievement. Some of the areas that will be looked at are: academic testing (C.T.B.S.), attendance, student suspensions/expulsions, age/grade deceleration, dropout rates, and graduation.

The following hypothesis (1-4), will be used to compare Indian Affairs and First Nations control in education, to see if there is a difference in success rate when administration changes. In the study, the following hypothesis's will be used as guidelines for the comparison of Indian Affairs and First Nations control.

Hypothesis # 1

First Nations students will be more successful in a locally controlled school compared to an Indian Affairs school when attendance is used as a benchmark.

Hypothesis # 2

The number of students on the nominal roll will increase in this First Nations school, compared to when it was an Indian Affairs school.

Hypothesis # 3

There will be a significant reduction in age/grade deceleration, compared to when it was an Indian Affairs school.

Hypothesis # 4.

There will be an indicative increase in the reentry of students who might have otherwise quit school because of reaching the age of non-compulsory attendance.

The following definitions are intended to clarify the authors intended meaning of various terms and concepts used in the hypothesis.

A. **First Nations students** refers to students who are of Native ancestry.

B. **Success** refers to the accomplishment of an objective.

C. **First Nations school** refers to a locally controlled school on a First Nation Reserve.

D. **Non-Aboriginal school** refers to any school that is not situated on a First Nation Reserve.

E. **Cultural knowledge** refers to the factual knowledge a person has acquired about a particular nationality.

F. **First Nations teacher** refers to a teacher who is a member of a First Nation or Metis community in which the teacher is teaching.

G. **First Nations** refers to an First Nation community, often referred to as a reservation.

In summary, this chapter briefly described the argument of terra nullius, appropriating lands in a justified manner, and the effect it had on culture, and traditions unique to the indigenous peoples of North America. This effect started with social engineering that eventually resulted in legislation, treaties, trust, and fiduciary obligations from the crown.

With knowledge comes power and the right for self-determination is now more apparent as more First Nations take control over their education, but the process of being successful and how to achieve success is the issue many First Nations must address.

CHAPTER TWO

A REVIEW OF THE LITERATURE

INTRODUCTION

In this chapter of the study, a review of the literature related to the education of First Nations children will show that there is a definite need for a change in the way First Nations students are being educated. The components of educational reform will consist of the past (identifying the need for change), the present (the way things are now), and the future (what needs to be done) trends in Native education.

The need for local control has been demonstrated in Canada, as well as the United States, in numerous studies. Wax and Dumont (1969) cited by Kirkness (1980) reported that as of 1950, the median number of years of school completed among the Sioux Indians of Pine Ridge, South Dakota in the United States was less than six. The comparable statistic for non-Indians of the area was over nine years. They further stated that about one-half of those who entered primary grades dropped out before entering high school, and of the high school entrants, about one-third graduate. This indicated a dropout rate of 83% of the students before high school graduation. In Canada during the 1950's integration was being introduced, whereby Indian students left the reserves to attend provincial schools (MacPherson Report 1991).

In 1956, the Treasury Board authorized support for Indian school committees in Canada (Schitzer 1990). In another study, the Hawthorne Report (1967) provided an in-depth analysis of the political, economic, and educational problems of Indian people. It's recommendation was that Indian students be integrated with the rest of the population. The White Paper (1969) proposed the elimination of all constitutional and legislative basis of discrimination against Indian people. It

advocated that all education services be provided by provincial agencies. The advocation by the federal government firmly bonded previous attempts at integration. The Watson Report (1971), which investigated Indian Education from 1969 - 1971, was tabled in the House of Commons. It was the first official recognition of Indian concerns for the future of their children. A course of reactive intervention was immediately taken. In 1971, the Native Education Council at Blue Quills, Alberta, first took over responsibility for managing the Student Residence, then a few months later, the school. The Treasury Board (1972) approved the extension of existing authorities to enable band authorities to manage the In-School and Post-School Programs. School Committee numbers rise to 215 across Canada.

The National Indian Brotherhood (1972) and Harold Cardinal (1974) stated the philosophy and rationale underlying Indian (or local) control of Indian education are based on such points as the need to incorporate aspects of Indian culture into the schools, the need for greater parental involvement, the need for greater local accountability, the need to integrate education with other aspects of local development, and the right of Indian parents to determine the type of education to be provided for their children. Official recognition of the policy was given by the Minister of Indian Affairs and Northern Development, thereby recognizing it as the policy of the Department and the Government of Canada in 1973. In closure of the historical part of this review, the literature brings the present into focus.

Now that local control has been in existence for two decades, what, if any, contributions has it made to the success rate of the Indian student? The prevailing line of thought on this issue is that no concrete gains have been made. The Assembly of First Nations National Review (1988) found that, in practice, First Nations have a very limited jurisdiction over education programs. The federal government has failed to implement the policy of Indian Control of Indian Education.

First Nations education remains under the firm control of the Government of Canada which has consistently defined Indian control as First Nations participation and administration of previously developed federal education programs (A.F.N.1988 p.13).

The federal government considers delegated authority sufficient to meet the principle of First Nations jurisdiction over education. In practice, the federal government delegates very limited decision-making powers to First Nations and retains total control over the determination and allocation of resources needed to establish, manage, and operate local First Nations schools (A.F.N.1988 p.13). This is not real control, when formulas are preconceived and forced upon locally controlled schools, choice is no longer an option.

Accepting delegated authority as a substitute for local jurisdiction can be dangerous for a First Nation. Under delegated authority, a First Nations education authority must comply with federal directives or be subject to reprisals and the loss of resources. Loss of resources can cause the local First Nations school system to falter and fail. Inadequate and unstable federal resourcing jeopardizes the stable operation of the school and weakens parental support and confidence in the First Nations education authority. An under-resourced First Nations school system must struggle to survive while the quality of the education program suffers. Under-resourcing First Nations school systems by the federal government forces First Nations parents to consider transferring their children to provincial or territorial schools for better education opportunities (A F N,1988 p.13).

The success of Native students in the present is dependent on many factors, one of the most crucial elements of which is funding, according to the A.F.N. 1988 study Tradition and Education: Towards a Vision of Our Future "the major problem in First Nations education is and has been inadequate resourcing. Funding arrangements must be simplified and take into

consideration regional and local variations in operational and maintenance costs" (A.F.N.1988 p.28).

Presently, one needs to ascertain, the question of 'are the needs of the students being met'? In the 1960's, First Nations leaders began to react openly to the deplorable conditions of their people. In response to the educational concerns being raised by First Nations people the federal government's Standing Committee on Indian Affairs was charged with the responsibility of preparing a report on Indian education. This report, presented in the House of Commons on June 22, 1971, unfolded before the Canadian public the educational problems facing Indian people. Some of the findings were that First Nations students had a drop out rate four times the national average, which means 96% of Indian children never finish high school. There is a correlation between education and employment. In some communities the unemployment rate is 50% for adult males, going as high as 90% in other communities.

Racist literature in Canadian history texts depicts First Nations people in negative terms, with many inaccuracies and omissions relating to the contribution of First Nations people in the making of Canadian history. An example of this in literature, is the term savage. This word was used commonly in history texts. Many of these texts were used in provincial and federal schools until there was a display of outrage on the part of Native educators.

Age-grade deceleration was rooted in a language conflict which student had to overcome while dealing with social factors that were present on a daily basis. These problems only accelerated as the child progressed through primary and elementary grades. Teacher training also had an effect on First Nations students as less than 15% of the teachers had any specialized training in cross cultural education. Also, less than 10% had any previous knowledge of an Indian language. Parents were kept uninformed with regards to important decisions about their children,

in terms of transfers from reserve schools to provincial schools (Report of the Standing Committee on Indian Affairs. Ottawa: Queen's Printer, 1971).

As Kirkness (1992) states one of the most revealing facts found in her study was that after sixteen years, many of the educational shortcomings identified in 1972 were still in existence. It pointed out that educational programs to which Indians are exposed are predominantly assimilationist in the curriculum, learning materials, pedagogy, learning objectives and in the training of teachers and educational administrators (p.20). After ten years of trying to implement change, a 1982 Indian and Northern Affairs survey of principals of First Nation schools reported that the main problems with curriculum development were: "lack of funds, lack of local expertise, lack of interest by the community, lack of Indian input, lack of teacher knowledge of local culture and community needs" (Common and Frost p.31). MacPherson (1991), summarized some of these problems and challenges related to education of Native students:

1) there is no definition of or agreement about the notion of "control";
2) Indian control has often meant nothing more than Indian management (or worse, mere participation in management) of federal programs and policies;
3) greater Indian control of education will not lead to better education of Indian children if no provision is made for enhanced support systems and increased funding to facilitate the transition;
4) greater Indian control of education will not achieve the goal of reinforcing the Indian identity of Indian children if Indian-controlled schools simply mirror the curriculum, programs, and policies of provincial schools, due to lack of support and funding necessary for promoting the programs which would encourage Indian distinctiveness;

5) experience has shown that equating Indian control with local control is not appropriate in all facets of Indian education (p.3-4).

The success and quality of the education program is surrounded by many factors, for example, the introduction of Native languages into the curriculum, which is very important due to the fact that Native languages are on the decline (MacPherson Report p.75). Very few parents today speak a Native language in the home, the only fluent speakers are the elders, and the number of such fluent elders is dwindling. Along with language comes culture, and the need for culturally relevant curriculum to be offered to the student (MacPherson Report p.78). In many Native communities Christianity is the predominant force in terms of spirituality. Many parents and grandparents are very reluctant to expose their children to anything that does not follow the doctrine of the church. Simply put, some children are strictly forbidden to attend traditional functions such as powwows, view a sweat lodge, or listen to the beat of a traditional drum. The burning of sage, cedar, and sweet grass, the interpretation of the four directions, the seven teachings (love, honor, respect, humility, courage, wisdom, and truth), and the burning of sweet grass is forbidden. This part of Native culture is seen as pagan by certain religious factions in reserve communities. Some reserves are more enlightened and do not feel threatened by the belief of others; they are secure with their personal belief system and culture. It is these seemingly rootless Native people that are the hindrance to the advancement of traditional practices in Native education.

Learning styles for First Nations students are different than non-native students. First Nations students are visual and use listening skills more often to understand concepts in the various disciplines. There are many applications in the field of learning styles which should be investigated and implemented so First Nations students can and will be more successful in the

classroom. Below are some of the concerns that deal with the success of First Nations students in the grand scheme of Native education.

Evaluation testing and achievement levels of students is of great concern, due to the fact that many teachers are not Native and simply do not understand the value system in which they work. The method of evaluation is predominately European in nature, thus disregarding Native culture and the educational needs of that culture. The achievement levels are low because there is no choice.

Parental involvement needs to be developed more. Depending on where the school is and how important education is to that community, involvement in the school will be low. Parents need to be more aware of the issues in the schools and they need to volunteer more of their time. It is not enough to simply wake your child up in the morning for school, parents need to know what is going on.

Counseling is an integral part of Native education. There has to be at least one counselor per school capable in dealing with the many and complex problems of First Nations students. Not only does this person have to deal with the personal lives of many of the students, but this person has to help plan for the future of these students. Students have to be prepared for the future, they have to be aware of their options and their possibilities. Whether they finish school or not, is not the issue. The issue is that somebody needs to be present to give students direction in terms of student career planning and vocational development.

How are native students being measured for success? As Hull (1987) states, "success is measured in several ways: through looking at the degree to which students are behind the expected grade level for their age (age-grade deceleration); through looking at dropout rates; through skill testing; and through assessments of student attitudes, self-concept, and career goals"

(p.2). When students are not being promoted at the end of the year there has to be a reason. What are the factors that are in favor of retention? Various studies were conducted to ascertain the cause-effect of retention. One study entitled A Longitudinal Study on Grade failure in Federal Elementary Schools (June 1961-1966) indicated grade failure causes in terms of four major factors reported on June promotion reports. These factors were: school enrollment load, absenteeism, slow learning, and language handicapping factor. High absenteeism and high failure rate are more prevalent in multi-graded schools than in larger school units, which compare favorably with provincial school promotion statistics. The internal repeater pattern of federal schools calls for objective measures to assure their academic success with Indian students. Failures attributed to the slow learner factor are abnormally high. The language handicap factor has presumably been underestimated. Apparently, there is a vague interpretation of the relationship between language handicaps which slow down the learning response and the educational interpretation of slow learners, which generally refers to pupils below average in mental potential (Indian and Northern Affairs Study 1967, p. 42).

A specific example of not understanding is age/grade deceleration. A policy that was intended for senior 1-4 students was discussed then implemented in the hope of bringing up student marks. This was a positive solution for that specific group, but when the policy later was applied to the junior high and elementary school, where students had to obtain 60% in all subjects in order to pass their grade. This solution failed, there was simply too much pressure. Various students have had to repeat grade three, failed grade four, and then were expected to repeat grade four starting in the fall. Despite research indicating repetition is not desirable, this practice continues. What about the students that are the sufferers of disabilities which affect their abilities to learn? In most cases it seems likely the school will retain them, forcing them to repeat grades,

as this solution is easier than trying to find a solution for the learning disability. How long will it take before these students get discouraged and dropout, adding to the statistics of failure.

As stated in the Indian Affairs Information Package, schools who are contemplating local control of education can assume that in certain areas of local control, improvements will occur. Such areas include the following:

1) Increased and improved attendance rates.
2) Increase parental participation-ownership.
3) Decrease in dropout rates.
4) Increase in retrievals.
5) Increased number of graduates.
6) Increase in the number of school programs enriched with culturally relevant courses- Native Studies, culture and language.
7) Growth in a positive, increased self-concept among students.
8) Increase in the number of Native teachers and teacher aides.
9) Better management and administration due to on-site personnel.
10) Use of Native language in early primary grades.
11) Decrease in age/grade deceleration.
12) Increase in the number of post-secondary graduates.
13) Faster change in new curriculum implementation - i.e. computers.
14) Increase in highly qualified teachers with earlier hiring (p.6).

The above improvements can and probably will occur if people are receptive to change and understand the education process. As noted in the U.S. Department of Education study "What Works" (1987), one of the most important achievements of education research in the last twenty

years has been the identification of factors that characterize effective schools, in particular those schools that have been especially successful in teaching basic skills to children from low-income families. Analysis first uncovered these characteristics when comparing the achievement level of students from different urban schools. They labeled the schools with the highest achievement as effective schools. Schools with high student achievement and morale show certain characteristics. These are:

1) Vigorous instructional leadership,
2) A principal who makes clear, consistent, and fair decisions;
3) An emphasis on discipline and a safe and orderly environment;
4) Instructional practices that focus on basic skills and academic achievement;
5) Collegiality among teachers in support of student achievement;
6) Teachers with high expectations that all their students can and will learn;
7) Frequent review of student progress (U.S. Study "What Works" 1987).

In a similar manner, the Report on BIA Education (1988) recommends that the characteristics found for effective schools may be usually applied to the problems of First Nations schools in the United States. These characteristics are:

1) High expectations for student success,
2) A clear sense of their educational mission and purpose;
3) Principals who provide strong leadership;
4) A safe and orderly school environment;
5) An emphasis on the learning of basic skills and the development of a curriculum responsive to the student;
6) Student accountability and a regular monitoring of their progress;

7) Close involvement of parents and the local community in the educational process

Success has many obstacles it has to overcome in the present, the future is within sight, and many issues have yet to be resolved.

The future is dependent on the past, and what we learn from it. As Goddard (1993) states,

> In light of this situation, perhaps it is time for First Nations to enter into educational partnerships with provincial school boards. The First Nations have the students and the funding (operational capital) for their part. They do not have the facilities, the support networks, or the opportunities for the students to interact closely with non-native peers. The provincial school boards, on the other hand, have under-utilized facilities. They enjoy extensive support services through the various branches of the provincial Department of Education. They enroll students from all ethnic backgrounds and are committed to a policy of equity of opportunity for all students. They do not have, however, access to unlimited funding or to an increasing number of students.
>
> In any partnership the criteria of participation would be both comprehensive in scope and acceptable to both partners. This would require a great deal of discussion and negotiation. Nonetheless, a general framework can be identified.
>
> First and foremost, the First Nations would require a guaranteed membership on local boards of trustees and on school boards, equivalent to the proportion of band members enrolled. They would also require Indian language programs equal in stature to all other programs and open to all students. They would require affirmative action hiring policies that guarantee positions to Native persons, again commensurate with the number of Indian students enrolled. The First Nations would also require continued decentralization of tuition, operational, and capital dollars through the band administration systems and under

> the control of chief and band council. First Nations would enter into tuition agreements with school boards. The First Nations would also want to have an influence on teacher evaluation, curriculum development, staff recruitment and hiring, the establishment of school goals and policies, and the review and revision of administrative and operational procedures.
>
> In return the school boards could expect a guaranteed enrollment over a specific period to facilitate planning and development. They could expect prompt payment of all tuition and other funding in accordance with an agreed schedule. They could expect to maintain provincial standards, to apply disciplinary and attendance policies to all students equally, and to meet all provincial requirements in terms of staff qualifications, program accreditation, and so forth. Within these general frameworks the more specific criteria, unique to each partnership, would be negotiated and developed (Goddard 1993 p. 166).

Various studies have been conducted and the information derived from the above scenario indicates that this type of action would not work. According to Common and Frost (1994)

> One can learn from the experiences of the Cree School Board (McCue, 1986) as the board, once recognized by provincial legislation, found that they were constrained by inappropriate provincial educational policies such as: size of teaching staff, pupil-teacher ratios, provincial collective agreements, and size of support and administrative staff (p.27). Further, the absence of provincial involvement in Indian education in the past century has made it unlikely that any existing provincial policies, or curricula, would be supportive of the goals held by the First Nations of Ontario. Further, the decision-making bureaucrats in the existing Ministry of Education are unlikely to have any experience outside of their involvement in the mainstream provincial education system (p.27).

McCue (1986) warns that "the Cree School Board provides ample reasons for anyone to reconsider seriously the benefits of such a transfer of jurisdiction" (p.27). As Kirkness states in The First Perspective, (1997 October).

> twenty-five years ago, we set out to change First Nations education through the policy of Indian Control of Indian Education. We were fed up with the Department of Indian Affairs and decided that through parental responsibility and local (Band) control, we, the First Nations people, could develop a more meaningful education for our people based on our traditions and cultures" (p. 10).

Kirkness also states that:

> One of the thrusts was to increase the number of First Nations teachers as we believed that because they could bring to education an intimate understanding of First Nations history, psychology, culture and language, they would be better able to create a learning environment suited to the First Nations student. In retrospect, perhaps it was naive, to believe that once local control was established all would be well and our councils (school boards) would welcome and support their teachers, principals, education directors. Now it seems the only recourse for First Nations educators in Canada is to form a legal entity for their protection in band schools (Kirkness 1997, p. 10).

> As Indian educators face the twenty-first century, it is now time to critically evaluate how Indian education should meet the new millennium. It is time to consider sharing resources and entering into partnerships with provincial school boards. Indian Control of Indian Education as envisioned twenty years ago has not occurred. It is time to question the whole concept of band controlled schools and to determine whether in fact they are an idea whose time is past (Goddard p.167).

As Common and Frost concur, the time has come to move on, and they have a few suggestions of their own. In their book, Teaching Wigwams (1994), Common and Frost provide an extensive list of options.

One of the options (option 6) involves creation of a sub-Ministry within the Ministry of

> Education. Native civil servants would have representation on Ministry curriculum committees and policy-making bodies. Currently in most provinces there is no separate First Nations educational department within the provincial Ministry of Education (p.32)

Common and Frost also propose a Native Ministry of Education (N.M.O.E.) with parallel responsibilities to the provincial ministry of Education which would likely be more tolerant in accepting a diversity of organizational arrangements in First Nation education. A disadvantage of the First Nation's Ministry of Education concept is that, once again, policies and guidelines are established by some outside authority even though it is First Nations controlled, and the interests of the community and those of the Ministry may not be compatible (p.33).

Common and Frost also state that:

> either of the two-third level structures could fulfill educational research development and dissemination tasks. Further, this central organization could be a clearing house of national and international research. No single First Nation could hope to mount costly research projects, thus necessitating a regional or provincial organization to investigate such areas as: efficacious Native learning styles, language acquisition models, or intervention approaches to reduce dropout rates. The research department should search for appropriate pupil-teacher ratios for Native schools, develop culturally appropriate intelligence tests and numerous other educational issues (p.35).
>
> The curriculum development and implementation branch would design curricula to meet locally identified needs and integrate Indian values in curricula pedagogy and teaching materials. There is also a demonstrated need to revise the curriculum to reflect standards and conditions in northern/isolated communities, for example, having to deal with

human waste and the boiling of water to kill germs. The Ministry could also have an evaluation branch for providing audits and evaluation of First Nation operated schools (p.35).

Further, the Ministry would have an adult and continuing education branch for developing programs to meet the individual First Nation's needs. The N.M.O.E. could facilitate and coordinate distant education approaches and the use of technology to deliver secondary and post-secondary programs to remote, small, isolated Native communities (p.35). Without a third level of structure, the issues of accreditation would become problematic. If a First Nation operated system declares itself independent from provincial curricula and standards, the provincial institutions and post-secondary programs may challenge or not recognize the credentials of the products of the First Nation-operated systems. A Native Ministry of Education could develop its own standards and inspect systems to ensure set standards are being met (Common and Frost p.36). Basically, First Nations have to be in control of their own destiny.

According to a News Release Communiqué from the government, (January 7, 1998) the Honorable Jane Stewart, Minister of Indian Affairs and Northern Development, and the Honorable Ralph Goodale, Federal Interlocutor for Metis and Non-Status Indians (Minister of Natural Resources Canada), today unveiled "Gathering Strength-- Canada's First Nation Action Plan" (Government of Canada p.2). "At the heart of this action plan is a commitment to address the needs of communities by building a real partnership with First Nations people, including the development of mechanisms to recognize sustainable and accountable First Nations governments and institutions. An essential aspect will be to work closely together with First Nations people to define that partnership and shape a common vision of the relationship between us," said Minister

Stuart (p.2). In describing Canada's First Nations Action Plan, the Ministers said they were indebted to the work done by the Royal Commission on First Nations Peoples (RCAP). "The Action Plan responds to the Royal Commission and sets directions for a new course based on greater cooperation with First Nations groups and provinces," said Minister Stuart (p.2). The plan has four objectives:

- renewing the partnerships (First Nations and Government of Canada)
- strengthening First Nations governance
- developing a new fiscal relationship (First Nations and Government of Canada)
- supporting strong communities, people and economies (p.2).

From a government pamphlet, a highlighted version in point form sums up the main points of the "Gathering Strength" document. In "Renewing the Partnerships," the Government of Canada is committed to a new model for our relationship with First Nations people and their governments - one that respects the past while looking to the future with promise and hope. The Royal Commission called for a renewed partnership based on the principals of mutual respect and recognition, responsibility and sharing.

Steps include:

- a Statement of Reconciliation by the Government of Canada, formally acknowledging and regretting historic injustices experienced by First Nation people
- community-based healing to address the lasting effects of physical and sexual abuse in the Residential Schools system
- an First Nation languages program
- a public education campaign to help non-Aboriginal Canadians better understand First Nation issues

- a more coordinated approach to dealing with the issues facing First Nation people

In Strengthening First Nation Governance, the development of strong effective, and accountable First Nations governments and institutions is a political idea that must be a practical reality. Strengthening First Nations governance means working with First Nations people, the provinces and territories, as well as other partners, to develop practical, sustainable governance arrangements for First Nations people that are built on legitimacy, authority and accountability.

In conclusion, the "Gathering Strength" document may in fact be too late, but the optimistic soul of First Nations peoples may be triumphant.

In summary, the need for local autonomy has been demonstrated in the United States, as well as Canada. The National Indian Brotherhood and Harold Cardinal were forefront advocates for Local Control Of Indian Education. With pressure being applied, the authorization of Indian school committees was authorized, as Indian Affairs schools were not meeting the needs of the students. The Department of Indian Affairs soon appeared to relinquish all authority to the bands, but only gave them delegated authority. In actuality they only maintained the status-quo.

Now that education is controlled by First Nations, studies show that the same problems still exist, in a lack of cultural components and parental involvement in the school. The problem is how to get culture into the school, when Christianity stands in the way of progress. First Nations can form liaisons with provincially run schools, but, then again, there is no control over their education and curriculum.

The performance indicators to determine success of the students in this First Nations school will be: attendance at school, increase in student population, reduction in age/grade deceleration, and the increase of reentry students into the system. Unfortunately achievement tests

were not available. As the education authority chose not to implement them. Possibly, the cost, and perceived culturally irrelevancy to First Nations are factors.

Chapter Three

DESIGN OF STUDY:

This chapter, includes a description of the sample, instruments, and information gathering techniques used in this study.

The Sample

The sample consists of 165 First Nations students attending a Kindergarten to Grade Ten First Nations school, which is predominately Ojibway speaking. This school was chosen because it had recently [three years ago] departed from Indian and Northern Affairs Canada control, to First Nation control. This school was specifically chosen to see if any educational or cultural changes had occurred since the takeover. The school is a newly constructed building which is well equipped, but, as in most newly constructed reserve schools, it is too small for the present student population. An extension to the school for the anticipated senior three and senior four student population is highly desirable at the present time. Currently, there is no room for these extra grades.

The community has doubled in size from four hundred to eight hundred people, in the period from 1980 to 1998. It has many new homes, teacherages for the teaching staff, an arena, a new band office, and a medical center. The closest town is twenty minutes away from the community.

Data Gathering

The achievement of First Nations students will be determined by information gathered from cumulative files at the school, and a nominal roll from Indian and Northern Affairs Canada. The information gathered from the cumulative files dealt with attendance, and the percentages

derived from these records, for comparison in years. The nominal roll dealt with attendance, [comparison] enrollment by grade per year, age-grade placement per year, and comparisons made from one grade to the next, students who are at grade level, above grade level, and below grade level.

The Instrument

A questionnaire was developed to gain insight into the attitudes of students in regard to their likes/dislikes, what bothers them, values, and sources of enjoyment in relation to school. This survey was modified [for the implementation at this particular school] but the actual version of the National Survey was done by the Canadian Youth Foundation in 1987, and was submitted to schools across Canada. The questionnaire was administered to this First Nations school in October of 1997, to grades 5, 6, 7, and 8. The questionnaire(s) targeted four grade levels. The first part consisted of sixteen questions geared to the grade 5 and 6 levels. The second part of the questionnaire addressed the grade 7 and 8 levels with two sections. The first section had fifteen categories which were ranked. The second section had twenty-two categories which were also ranked. The application of the questionnaire to each grade level, on average was completed in one hour. Grades five and six were combined, as well as the grade 7 and 8 classes.

A Chi Test was used to determine significance to any of the questions used in the grade 5 and 6 levels. The years 1994 and 1997 were used for comparison in the Chi Test.

Limitations of the Study

This research depended on data gathered and the conclusions depend on the information base at the school. For the purpose of this study academic records, namely the Canadian Test of Basic Skills (C.T.B.S.), the Canadian Achievement Test (C.A.T.), and the Provincial Achievement Test, are important sources of information. During pre-local control, these tests

were regularly administered, but after Indian Affairs relinquished control, the testing comes into question. When we look at standardized testing and the cultural bias associated with it, maybe it isn't such a great loss to this study. The scope of this research may and probably will depend on other variables associated with the students and the school.

In summary, this chapter discribes the methodology used in this study. Considerable effort was required to obtain the information required to conduct this study. The participants comprised of 165 students. Not all students participated in the survey portion of the study. A Chi Test was used to determine significance to the questions in the grade 5 and 6 levels.

Chapter Four

DESCRIPTION OF THE FINDINGS:

Chapter four will focus on the study findings, and discussion of the results.

The questions and answers from the implementation questionnaire at this First Nations school are as follows:

TABLE 1

GRADES 5 AND 6 STUDENT SURVEY RESULTS 1994

	NUMBER OF STUDENTS			
	YES	NO	MAYBE	NO ANSWER
1. I like going to school.	15	1	-	-
2. I like my school work.	13	2	1	-
3. I like our present school building.	13	2	-	1
4. I like the lunch program.	15	1	-	-
5. I like my teacher.	15	1	-	-
6. My teacher likes me.	15	1	-	-
7. My teacher helps me a lot.	15	1	-	-
8. My teacher is happy most of the time.	14	1	-	1
9. I like the other kids.	14	2	-	-
10. The other kids are fun to be with.	14	2	-	-
11. I have many friends.	14	2	-	-
12. I feel good about me.	14	2	-	-
13. I am good at some things I do.	14	2	-	-

14. I am good at all things I do.	8	8	-	-
15. Sometimes I feel bad.	9	7	-	-
16. I feel bad all the time.				

MIDDLE YEARS - GRADES 5 TO 6 (N - 16)

Students in Grade 5 and 6 are positive about school (fifteen of sixteen) and about school work (thirteen of sixteen). Thirteen of fifteen like their present school building and fifteen of sixteen liked the lunch program. Fifteen of sixteen like their teacher and fifteen thought their teacher liked them. Fifteen of sixteen felt their teacher 'helps me alot'. Fourteen thought their teacher was 'happy most of the time'.

All but two students said they feel 'good about me.' Most students have good feelings about their peers as indicated by the positive responses to the three items 'I like the other kids,' 'The other kids are fun to be with,' and 'I have many friends'.

Fourteen students of sixteen say they are 'good at some things I do,' while only eight of sixteen felt they were 'good at all things I do.' More than half of the students (9) say they 'sometimes feel bad' while two of them state they 'feel bad all the time.'

Students in Grades 5 and 6 tend to express their likes and dislikes as they relate to activities or behaviors they experience.

Under 'What I Like' sports e.g. hockey, football, baseball, skating, were rated very highly by the largest number of students along with other items such as playing with friends, reading games, hunting and work. Subjects liked were Mathematics and Arts. 'When everybody is happy' and 'reading to the Nursery and Kindergarten' students were also mentioned.

While the students were very positive about their peers, as noted above, the most frequent items under 'What bugs me' were friends or other kids. Other items mentioned were homework and teachers, mother, sister, the school itself, the school bus, the cold, and school work. Six students stated nothing bothers them.

MIDDLE YEARS - GRADES 7 AND 8 (N = 5)

Again this is a modified version of the National Survey done by the Canadian Youth Foundation in 1987 that was given to five First Nations students in grades 7 and 8. The survey was intended to determine the attitudes of the students to various topics.

Valued Goals

Number of students viewing goals as "Very Important"

	Number of Students	Rank Order
Friendship	4	3
Being loved	3	5
Success in what you do	4	3

Freedom	5	1
A rewarding career	2	7
A comfortable life	2	7
A good education	5	1
Concern for others	2	7
Family life	2	7
Privacy	2	7
Excitement	3	5
Looks	2	7
Recognition	1	14
Acceptance by God	0	
Popularity	2	7

OBSERVATIONS:

The two top items selected by all of the students were **freedom** and a **good education**. **Friendship and success** in what you do were chosen by four of the five students. **Being loved** and **excitement** were next in importance.

Sources of Enjoyment

Number of students indicated "A Great Deal" or "Quite A Bit"

	Number of Students	Rank Order
Friendship	5	1

Music	4	2
Mother	2	10
Girlfriend/Boyfriend	2	10
Stereo	1	16
Father	3	5
Dating	0	0
Television	1	16
Sports	4	2
Reading	3	5
Pets	2	10
Job	1	16
Sitting and Thinking	3	5
Being by myself	2	10
Brother(s)	3	5
Grandparents	2	10
Sister(s)	1	16
Community where you live	3	5
School	4	2
Car	2	10
Youth Group	0	0
Religious Groups	0	0

OBSERVATIONS:

The sources of enjoyment for these students showed **friendship** as the number one choice for all five students. **Music, sports,** and **school** are selected equally in each case by four of the five students.

A duplicate study was administered in October of 1998 at the same First Nation school, the results are as follows:

Table 2

GRADES 5 AND 6 STUDENT SURVEY RESULTS 1997

N = 18	NUMBER OF STUDENTS			
	YES	NO	MAYBE	NO ANSWER
1. I like going to school.	15	0	3	-
2. I like my school work.	15	1	2	-
3. I like our present school building.	16	1	1	-
4. I like the lunch program.	14	3	1	-
5. I like my teacher.	14	3	1	-
6. My teacher likes me.	10	1	7	-
7. My teacher helps me a lot.	15	-	3	-
8. My teacher is happy most of the time.	12	3	3	-
9. I like the other kids.	12	-	6	-
10. The other kids are fun to be with.	14	1	3	-

11. I have many friends.	15	1	2	-
12. I feel good about me.	14	1	3	-
13. I am good at some things I do.	16	1	1	-
14. I am good at all things I do.	8	3	7	-
15. Sometimes I feel bad.	8	5	5	-
16. I feel bad all the time.	1	13	3	1

A Chi Test was conducted using the above questions (1-16), involving the years 1994 and 1997. A comparison of the results was made to determined if there was any significance to the questions. The results are as follows: [see table 3, page 39]

There was no statistical significance [.05] for questions 1-8. However, question nine [I like the other kids.]and fourteen [I am good at all things I do] had a significant value of **8.0640** and **9.1877.** The significance of question nine would suggest that students' self-esteem or self-concept are on higher levels than the 1994 students. The significance of question fourteen suggests that students had a more positive relationship with peers than the 1994 students. Question six [My teacher likes me.] had a value of 5.4024 which suggests that students and teacher have developed a positive relationship. Question fifteen had a value of 5.2929 which suggests that students are more receptive about describing their feelings. These two questions [6 and 15] are approaching significance at the .05 level, but are not significant. However, if we use .10 with two degrees of freedom, then the Chi Square analysis would be 4.605 resulting in significance for these four questions.

Chi square = 5.991

Table 3
Grades 5 and 6 Student Survey

Question 1.	Years Compared	Yes	No	Maybe	Chi Test
	1994	15	1	0	
	1997	13	2	1	1.9048
Question 2.	1994	13	2	1	
	1997	15	1	2	0.6944
Qusetion 3.	1994	13	2	0	
	1997	16	1	2	2.2034
Question 4.	1994	15	1	0	
	1997	14	3	1	1.9236
Question 5.	1994	15	1	0	
	1997	14	3	1	1.9236
Question 6.	1994	15	1	0	
	1997	10	1	7	5.4024
Question 7.	1994	15	1	0	
	1997	15	0	3	3.8958
Question 8.	1994	14	1	0	
	1997	12	3	3	4.0614
Question 9.	1994	14	2	0	
	1997	12	0	6	8.064
Question 10.	1994	14	2	0	
	1997	14	1	3	3.2269
Question 11.	1994	14	2	0	
	1997	15	1	2	2.2579
Question 12.	1994	14	2	0	
	1997	14	1	3	3.2269
Question 13.	1994	14	2	0	
	1997	16	1	1	1.354
Question 14.	1994	8	8	0	
	1997	8	3	7	9.1877
Question 15.	1994	9	7	0	
	1997	8	5	5	5.2928
Question 16.	1994	2	13	0	
	1997	1	13	3	3.2208

MIDDLE YEARS - GRADES 5 TO 6 (N - 16)

Students in Grades 5 and 6 are positive about school (fifteen of eighteen) and about school work (fifteen of eighteen). Sixteen of eighteen like their present school building and fourteen of eighteen liked the lunch program. Fourteen of eighteen students like their teacher and ten thought their teacher liked them. Fifteen of eighteen felt their teacher 'helps me alot.' Twelve thought their teacher was 'happy most of the time.'

All but four students said they feel 'good about me.' Most students have good feelings about their peers as the positive responses to the three items 'I like the other kids,' 'The other kids are fun to be with,' and 'I have many friends' indicate.

Sixteen students of eighteen say they are 'good at some things I do,' while only eight of eighteen felt they were 'good at all things I do.' Less than half of the students (8) say they 'sometimes feel bad' while one of them stated he 'feels bad all the time.'

Students in Grades 5 and 6 tend to express their likes and dislikes as they relate to activities or behaviors they experience.

Under 'What I Like' sports e.g., hockey, football, baseball, skating, were rated very highly by the largest number of students along with other items such as playing with friends, reading, games, hunting, and work. Subjects liked were Mathematics and Arts. 'When everybody is happy' and 'reading to the Nursery and Kindergarten' students were also mentioned.

Under 'What I Like' in the 1997 study, likes seem to have taken a different route. The results are as follows, numbering 1 as least important and 10 as most important.

Table 4
N-18

health (e.g.) sniffing	1
Christmas gifts	1
grade	1
holidays	1
homelife/t.v.	1
field trips	1
computers	1
animals	1
poetry	1
industrial arts	1
no one to yell at me	1
not so much work	1
playing	1
work at home	1
I like my name	1
new school	2
outdoor activity	2
going to school	2
phys.ed	3
lunch	4
family members	4
new school	5
school work	6
teacher(s)	8
friends	10

While the students were very positive about their peers, as noted above, the most frequent item under 'What bugs me' were 'kids picking on me'. Other items mentioned are stated below.

Under What Bugs me the results are as follows: (number = Number of students)

Table 5

dog barking	1
smoking	1
kids picking on me	9
some outdoor activities	1
reading	1
when people get mad	1
taking stuff away	1
students who act up	2
magician language	1
people telling me what to do	1
people digging in my desk	1
my work and being yelled at	1
I'm going to drop out of school	1
when kids are mad at you	1
being accused of something	1

MIDDLE YEARS - GRADES 7 AND 8 (N = 5)

Number of students Viewing goals as "Very Important"

	Number of students	Rank Order
Friendship	4	3
Being loved	3	5
Success in what you do	4	3
Freedom	5	1
A rewarding career	2	7
A comfortable life	2	7
A good education	5	1
Concern for others	2	7
Family life	2	7
Privacy	2	7

Excitement	3	5
Looks	2	7
Recognition	1	14
Acceptance by God	0	
Popularity	2	7

Observations:

The two top items selected by all the students of this First Nations school were **freedom** and a **good education**.

Friendship and **success in what you do** were chosen by four of the five students. **Being loved** and **excitement** were next in importance.

MIDDLE YEARS - GRADES 7 AND 8 (N = 17) 1998 Study

Number of students Viewing goals as "Very Important"

	Number of students	Rank Order
Friendship	5	2
Being loved	8	1
Success in what you do	3	5
Freedom	4	3
A rewarding career	5	2
A comfortable life	3	5
A good education	4	3
Concern for others	5	2

Family life	4	3
Privacy	3	5
Excitement	4	3
Looks	4	3
Recognition	4	3
Acceptance by God	4	3
Popularity	2	7

Observations:

The two top items selected by all of the students of this First Nations school were **being loved** and **friendship. Concern for others** (five of seventeen) **and a rewarding career** (five of seventeen) was chosen by the students. **Freedom, a good education, family life, excitement, looks, acceptance by God** and **recognition** were next in importance.

SOURCES OF ENJOYMENT

Number of First Nation students indicated "A Great Deal" or "Quite a Bit"

	Number of Students	Rank Order
Friendship	5	1
Music	4	2
Mother	2	10
Girlfriend/Boyfriend	2	10
Stereo	1	16
Father	3	5

Dating	0	0
Television	1	16
Sports	4	2
Reading	3	5
Pets	2	10
Job	1	16
Sitting and thinking	3	5
Being by myself	2	10
Brother(s)	3	5
Grandparents	2	10
Sister(s)	1	16
Community where you live	3	5
School	4	2
Car	2	10
Youth group	0	0
Religious groups	0	0

OBSERVATIONS:

The sources of enjoyment for these First Nation students showed **friendship** as the number one choice of all five students. **Music, sports,** and **school** are selected equally in each case by four of the five students.

In the 1998 questionnaire, the results are as follows:

SOURCES OF ENJOYMENT

Number of First Nation students indicated "A Great Deal" or "Quite a Bit"

	Number of Students	Rank Order
Friendship	3	4
Music	2	12
Mother	12	1
Girlfriend/Boyfriend	2	9
Stereo	4	7
Father	8	2
Dating	4	14
Television	3	8
Sports	3	10
Reading	*	*
Pets	5	13
Job	3	11
Sitting and thinking	3	16
Being by myself	3	15
Brother(s)	4	5
Grandparents	2	3
Sister(s)	4	6
Community where you live	3	18
School	3	19

Car	3	17
Youth group	3	20
Religious groups	4	21

OBSERVATIONS:

The sources of enjoyment for these First Nation students showed **Mother** as the number one choice of twelve of seventeen students. **Father** (8 of 17 students), **Grandparents, friendship and brother(s) and sister(s)** were selected in their current order.

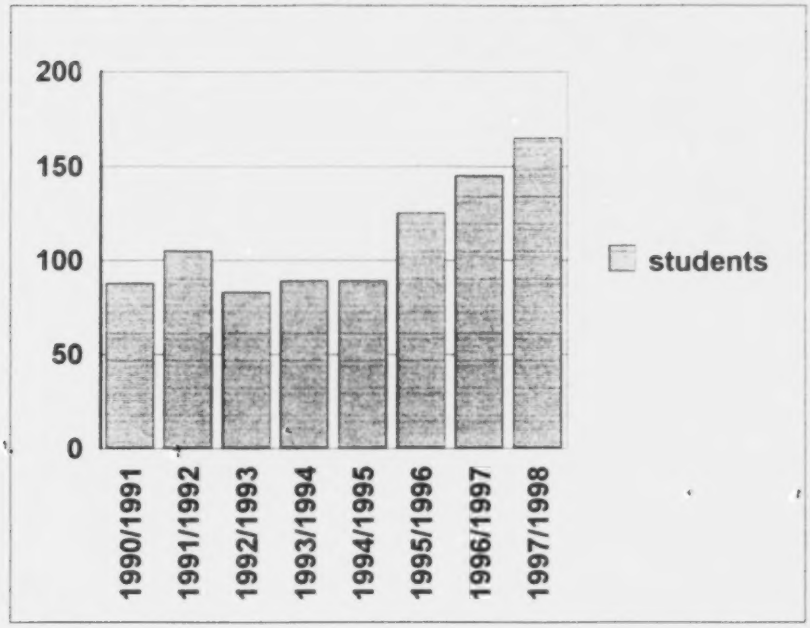
In an interview with an elementary teacher who is a First Nations member that has been employed by Indian and Northern Affairs Canada and band control authorities, it was noticed that in certain areas change has occurred. In terms of First Nations teachers who are certified, there were two from 1991/1994, while at present there are five 1995/1997 who are currently teaching at this school. The teacher also voiced an opinion that at present there was very little community involvement in the school, in that there are no Parent Advisory Councils or school committees associated with the school. The lunch program is very successful throughout the year, as there are a number of people who volunteer their time for this task. Indifference plays a major role, and we do not know why stated the teacher.

In the following part of the study, content analysis will focus on the enrollment patterns of this First Nations school. The information will be displayed in the form of a bar graph showing enrollment patterns for the years 1990 - 1998.

Enrollment Pattern

The enrollment pattern for the years 1990-91 to 1997-98 is provided in the following graph

Table 6



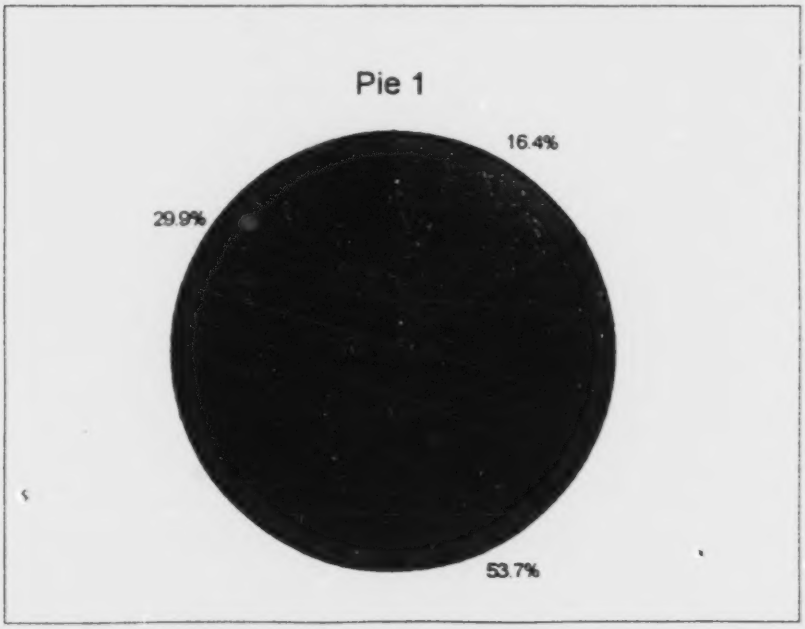
Students	**88**	**105**	**83**	**89**	**89**	**125**	**145**	**165**

The department of Indian Affairs nominal roll [to be completed and sent away to the Department of Indian and Northern Affairs Canada, by the end of September] shows that the total number of students for grades 1-8 in the years 1990-1995 were in the 80's with the exception of 1991/92 which counted 105 students. From the beginning of the 1995-1998 school year, there has been an increase in student population by 20 students per year. The student population has notably increased since the inception of local control beginning with the 1994/95 school year.

This may be due to an increase in population or transient students. In the following pie graphs, the distribution of students in regards to age /grade will be placed in three distinct categories. 1. **RED** above grade level 2. **GREEN** at grade level 3. **BLUE** below grade level. The graphs only cover grades 1-8, through the years 1990 - 1998.

In pie graph 1, the number of students who are recorded as above grade level is 11. This number may indicate that the above grade level has to do with the day the birthday falls on, not ability. There is no data in terms of testing to indicate that these students are above average in any way. The number of students who fall into the at grade level is 36 , and this is the bulk of students who are at grade level according to age - grade progression. The last part of the graph indicates that there is a substantial number of students who fall into the below grade level area. This does not mean that they are all slow learners, maybe they had a tough teacher that year, or the school did not have a good promotion policy.

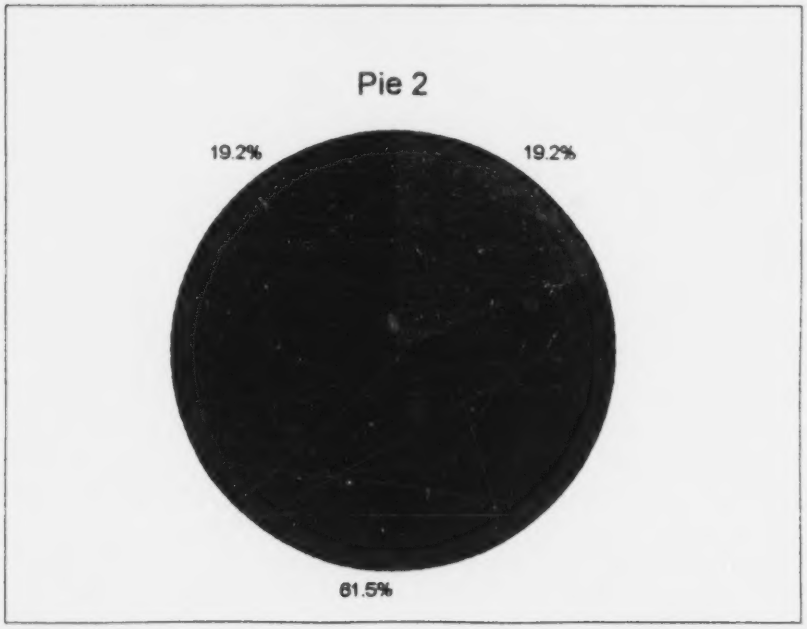
Table 7
Indian and Northern Affairs Canada 1990/91



age	1	2	3	4	5	6	7	8	9	K4	K5	age	total
3										3		3	3
4										6	1	4	7
5	1										7	5	8
6	6											6	6
7	1	9	3									7	13
8		3	4	2								8	9
9		1	1	1	1							9	4
10				3	2	1						10	6
11					1	6	3					11	10
12					1		4					12	5
13							2	4				13	6
14							2	3	1			14	6
15							1		3			15	4
16									1			16	1
grade	1	2	3	4	5	6	7	8	9	K4	K5	TOTAL	88
total	8	13	8	6	5	7	12	7	5	9	8		

The normal distribution of students are outlined heavily in black for all the pie graphs, grades one through eight. There are 11 students in the above grade level RED, 36 students in the at grade level GREEN and 19 students in the below grade level BLUE.

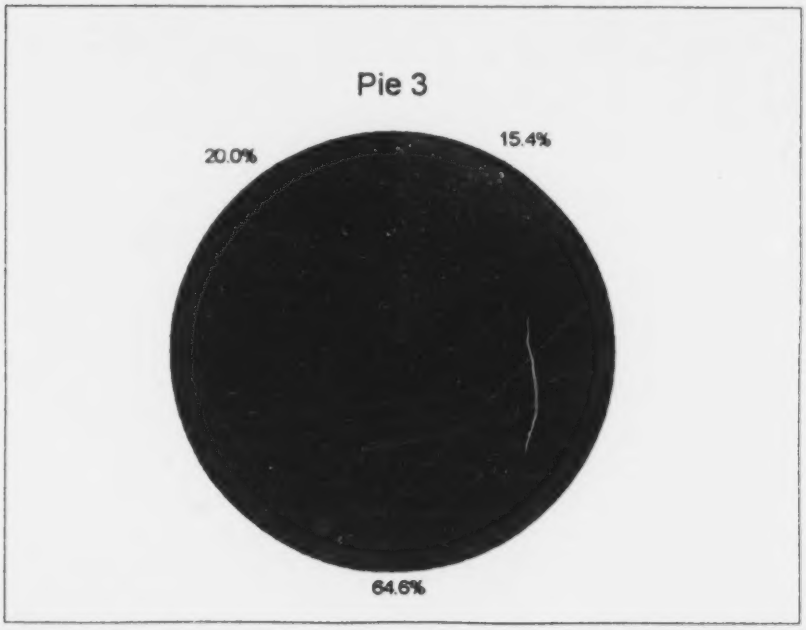
Table 8
Indian and Northern Affairs Canada 1991/92



age	1	2	3	4	5	6	7	8	9	K4	K5	age	total
3										2		3	2
4										7	4	4	11
5	1										10	5	11
6	7	3										6	10
7		6	1									7	7
8	1		13	2								8	16
9			2	4	3							9	9
10				2	3	1						10	6
11					3	2	1					11	6
12						2	9	3				12	14
13							2	4				13	6
14								2	2			14	4
15								1	2			15	3
grade	1	2	3	4	5	6	7	8	9	K4	K5	TOTAL	105
total	9	9	16	8	9	5	12	10	4	9	14		

For this graph, there has been a reduction in the below grade level by 10.7 %, while in the above grade level students increased by 2.8 %. The green indicates an increase in at grade level students by 7.8 %, (comparison between graph 1 and graph 2). In the above level student category, there has been an increase by 4 students. The at grade level increased by 12 students. The below grade level reduced by 4 students. A comparison between 1990/91 and 1991/92 school years was used to determine the number of students and percentages.

Table 9
Indian and Northern Affairs Canada 1992/93



age	1	2	3	4	5	6	7	8	K4	K5	age	total
3									1		3	1
4									9	3	4	12
5	4									5	5	9
6	5	1									6	6
7		7	2								7	9
8		1	4	1							8	6
9		1		9	2						9	12
10			1	1	4						10	6
11				1	2	4					11	7
12					1	2	2				12	5
13							2	7			13	9
14								1			14	1
grade	1	2	3	4	5	6	7	8	K4	K5	TOTAL	83
total	9	10	7	12	9	6	4	8	10	8		

For this graph, there has been an increase in the below grade level by 0.8 %, while in the above grade level students decreased by 3.8 %. The at grade level students increased by 3.1 %, (comparison between graph 2 and 3). In the above level student category, there has been a decrease by 5 students. The at grade level decreased by 6 students. The below grade level decreased by 2 students. A comparison between 1991/92 and 1992/93 school years was used to determine the number of students and percentages.

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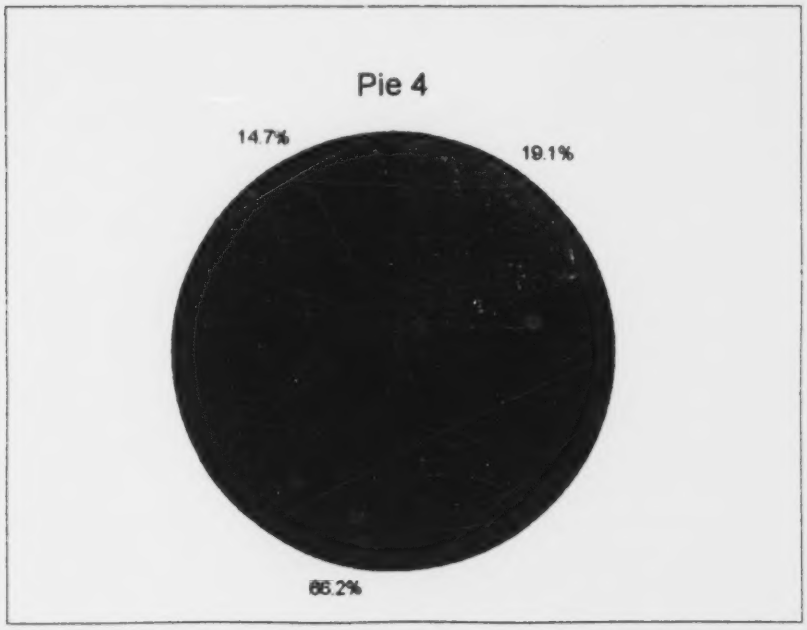
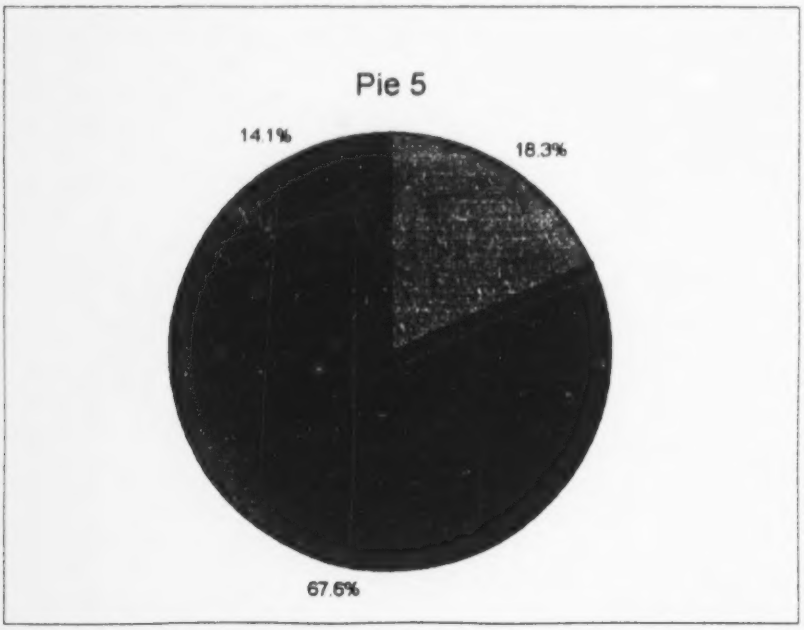
Table 10
Indian and Northern Affairs Canada 1993/94



age	1	2	3	4	5	6	7	8	K4	K5	age	total
3									2		3	2
4									6	1	4	7
5	2									12	5	14
6	5	4									6	9
7	1	6	1								7	8
8			7	3							8	10
9			1	4	1						9	6
10			1		11	2					10	14
11						5					11	5
12					1	1	3				12	5
13						1	2	4			13	7
14								2			14	2
grade	1	2	3	4	5	6	7	8	K4	K5	TOTAL	89
total	8	10	10	7	13	9	5	6	8	13		

For this graph, there has been a reduction in the below grade level by 5.3 %, while in the above grade level students increased by 3.7 %. The at grade level increased by 1.6%, (comparison between graph 3 and 4). In the above level student category, there has been an increase by 3 students. The at grade level increased by 3 students. The below grade level decreased by 3 students. A comparison between 1992/93 and 19993/94 school years was used to determine the number of students and percentages.

Table 11 Band Controlled School 1994/95



age	1	2	3	4	5	6	7	8	K4	K5	age	total
3									2		3	2
4									9	2	4	11
5	2									5	5	7
6	11	2									6	13
7		6	4								7	10
8		1	5	1							8	7
9				5	2						9	7
10				1	4						10	5
11				1		10	2				11	13
12							3				12	3
13							2	4			13	6
14							1	2			14	3
15								2			15	2
grade	1	2	3	4	5	6	7	8	K4	K5	TOTAL	89
total	13	9	9	8	6	10	8	8	11	7		

For this graph, there has been a decrease in the below grade level by 0.6 %, in the above grade level a decrease by 0.8 % also occurred. The at grade level increased by 1.4 %, (comparison between graph 4 and 5). In the above level student category, at grade level, and below grade level category, there was no difference in the previous year comparison to the 1993/94 and 1994/95 comparison.

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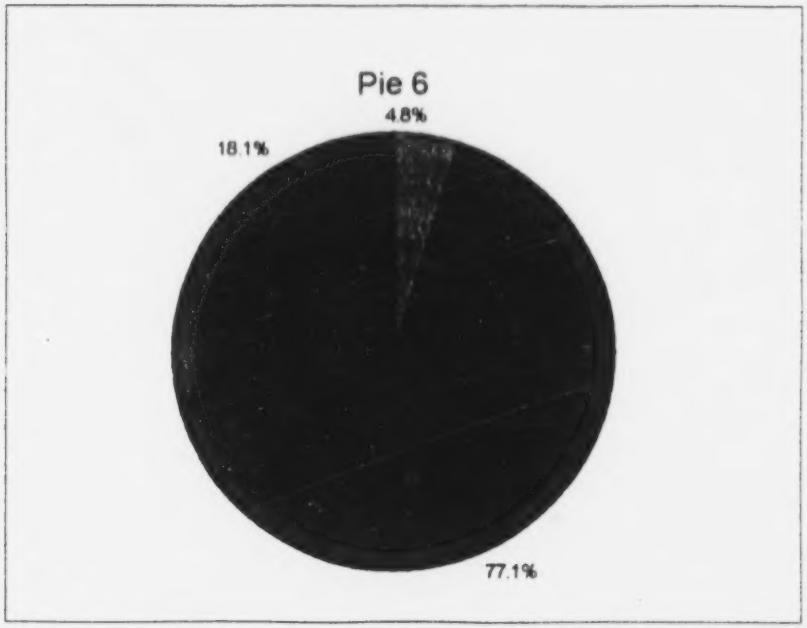
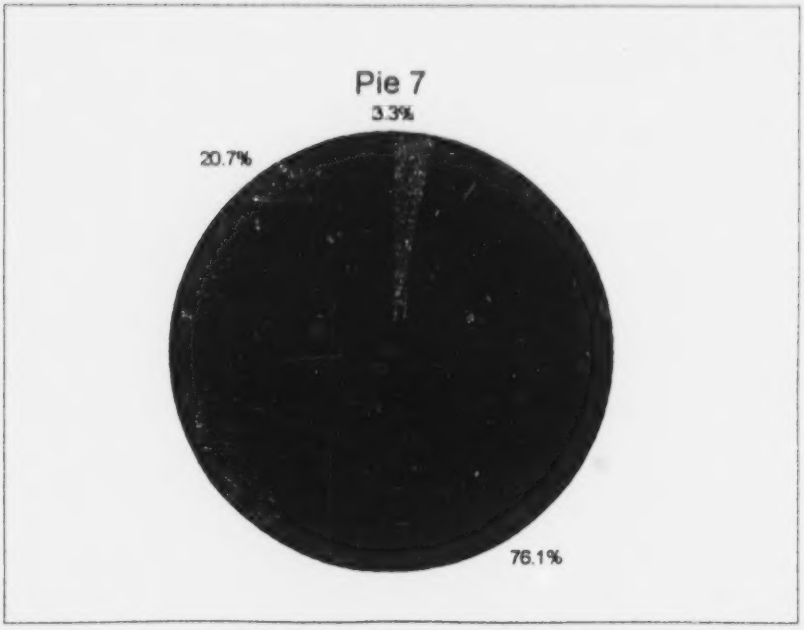
Table 12 Band Controlled School 1995/96



age	1	2	3	4	5	6	7	8	9	10	K4	K5	age	total
4											10		4	10
5	2											10	5	12
6	8	1											6	9
7	1	11											7	12
8		1	8										8	9
9			1	10	1								9	12
10					6								10	6
11					2	5							11	7
12					1	3	9						12	13
13							1	7					13	8
14						1	2	1	3				14	7
15								1	4	2			15	7
16									2	1			16	3
17									1	3			17	4
18										2			18	2
19										1			19	1
20										2			20	2
36										1			36	1
grade	1	2	3	4	5	6	7	8	9	10	K4	K5	TOTAL	125
total	11	13	9	10	10	9	12	9	10	12	10	10		

In pie graph six, there is an increase in students that are below grade level by 4.0 %. There is a significant reduction in the above grade level by 13.5 %, again there is a significant increase in the at grade level students by 9.5 %. (comparison between graph 5 and 6) In the above level student category, there has been a reduction by nine students. The at grade level increased by twenty-one students. The below grade level increased by five students. A comparison between 1994/95 and 1995/96 school years was used to determine the number of students percentages.

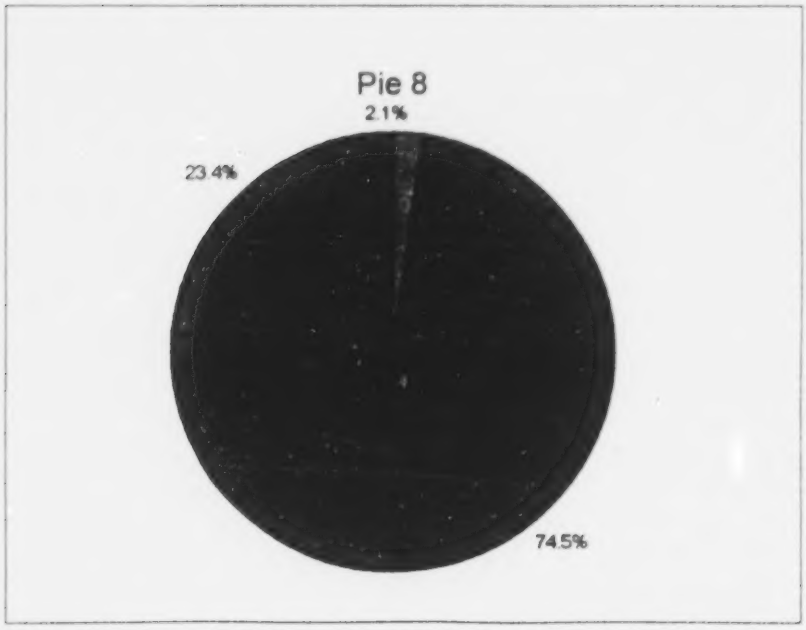
Table 13
Band Controlled School 1996/97



age	1	2	3	4	5	6	7	8	9	10	K4	K5	age	total
4											17		4	17
5	1											12	5	13
6	10	1											6	11
7	2	7	1										7	10
8		1	13										8	14
9			2	9									9	11
10				1	10								10	11
11						7							11	7
12					1	1	6						12	8
13						1	3	8					13	12
14								4	5	1			14	10
15								3	3	1			15	7
16									4	2			16	6
17									2	1			17	3
18									1	2			18	3
19										1			19	1
21										1			21	1
grade	1	2	3	4	5	6	7	8	9	10	K4	K5	TOTAL	145
total	13	9	16	10	11	9	9	15	15	9	17	12		

For this graph, there has been an increase in the below grade level students by 26.6 %, in the above grade level students decreased by 1.5 %. The at grade level students decreased by 1.0 % (comparison between graph 6 and 7) In the above grade level category, there has been a reduction of one student. The at grade level decreased by one student. The below grade level students increased by four students. A comparison between 1995/96 and 1996/97 school years was used to determine the number of students and percentages.

Table 14
Band Controlled School 1997/98

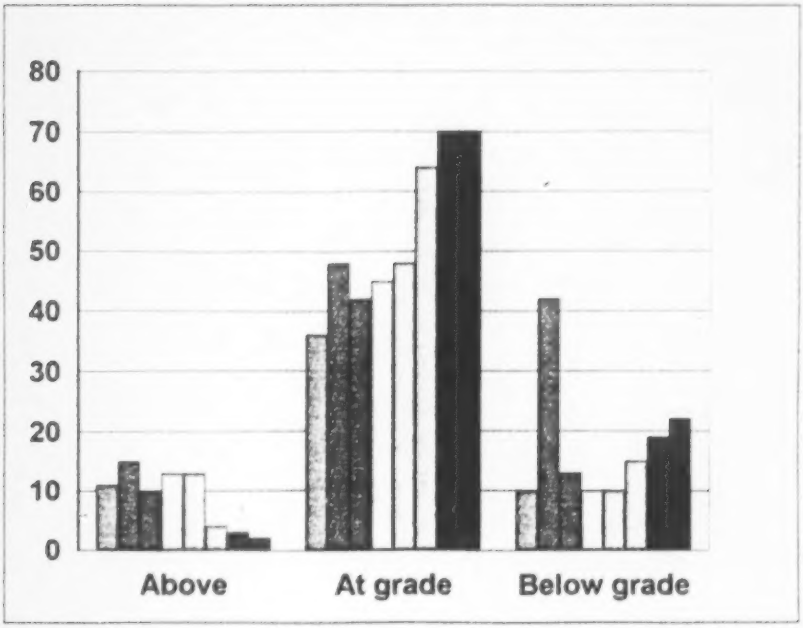


age	1	2	3	4	5	6	7	8	9	10	K4	K5	age	total
4													4	25
5													5	17
6	12												6	13
7	1	9	1										7	11
8		1	7	1									8	9
9			2	12									9	14
10				2	8								10	10
11					6	7							11	13
12							11						12	11
13						1	1	4					13	6
14						1	2	4	9				14	16
15								1	2	7			15	10
16									1	2			16	3
17									2	2			17	4
18									1	1			18	2
29										1			29	1
grade	1	2	3	4	5	6	7	8	9	10	K4	K5	TOTAL	165
total	13	10	10	15	14	9	14	9	15	13	24	19		

In the final graph there is a 2.7 % increase in the below grade level students, and a reduction in the above grade level students by 1.2 %. There is also a reduction in at grade level students by 1.6 % (comparison between graph 7 and 8) In the above level student category, there has been a reduction by one student. The at grade level remained constant at seventy students, with no change from the previous year. The below grade level increased by 3 students. A comparison between 1996/97 and 1997/98 school years was used to determine the number of students and percentages.

In summary of the afore mentioned graphs, the graph below shows that there is a definite reduction in the **above grade level** students, indicating that this First Nations school is screening students better for appropriate grade placement, or they are not accelerating gifted students. In the **at grade level group**, students have made consistent progression to maintain levels in terms of age/grade placement each year. Students in the **below grade level** indicate that there is an increase in students, possibly new students with requirements that need to be looked at more closely.

Summary Table 15
of Pie graphs 1 - 8



Grades 1 - 8

The colors indicate grades.

Red - Grade One
Lime Green - Grade Two
Blue - Grade Three
Yellow - Grade Four
Pink - Grade Five
Light Blue - Grade Six
Brown - Grade Seven
Dark Green - Grade Eight

In the following graphs, [1-8] data will show that there is a definite increase in student attendance for this First Nation school, compared to when it was run by Indian and Northern Affairs Canada.

Table 16
Grade one comparison years 1990 - 1998

Under Indian Affairs direction grade one attendance had increased by one student from 1990 - 1993, then decreased by one in 1994. In 1994, the grade one population increased by five students, losing two in 1995/96 then regaining two and leveling off at thirteen in the 1997/98 school year.

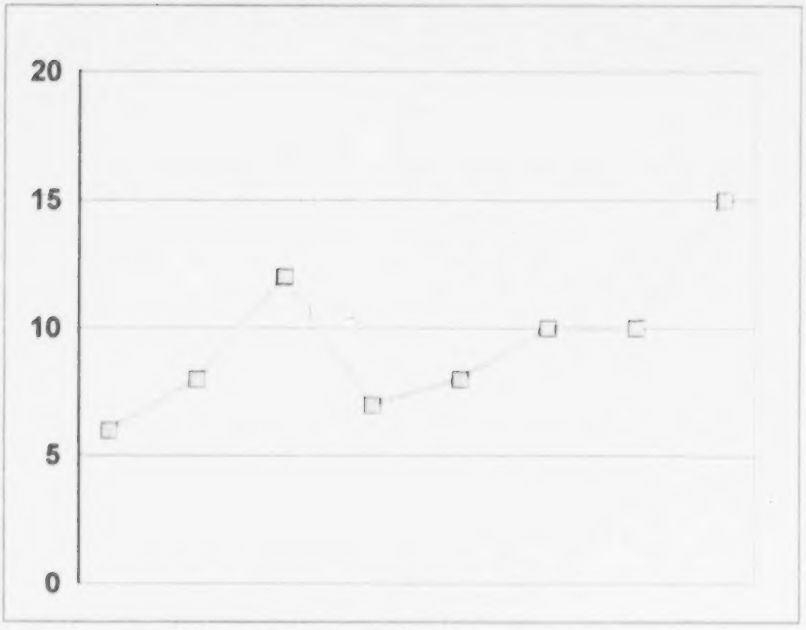
Table 17
Grade two comparison years 1990 - 1998

With the exception of the 1990/91 and 1995/96 school years there were thirteen students, for the other years it was either plus or minus one student, which evens the results to around ten students, which does not make either side significant for this particular time frame.

Table 18
Grade three comparison years 1990 - 1998

Again with this graph there is only one student [band controlled] that makes any difference for attendance, there is no significance either way.

Table 19
Grade four comparison years 1990- 1998

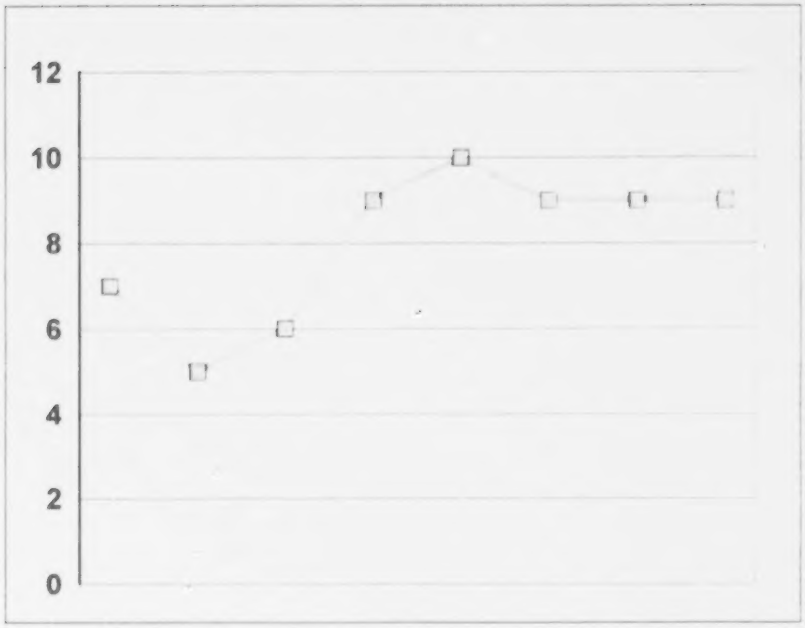


In this graph there is a sharp decline from twelve students to seven in 1993/94 under Indian Affairs, but a steady increase in students for the following band controlled school years 1995/98

Table 20
Grade five comparison years 1990 - 1998

In this graph there is a steady climb of students to the year 1993/94, but a sharp decline from ten students to six students in the 1994/95 school year. The following school years show a steady rise in attendance

Table 21
Grade six comparison years 1990 - 1998

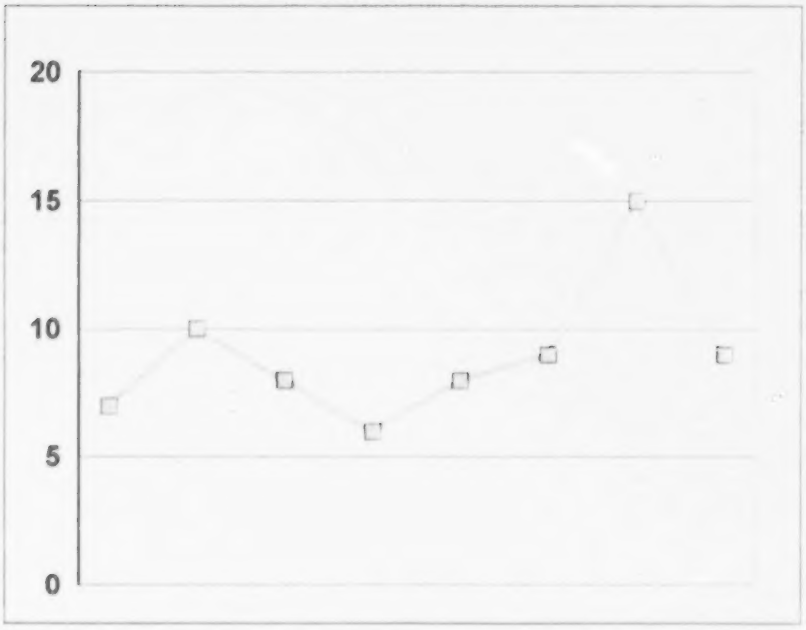


In this graph, there is a decline from 1990/91 to 1991/92 by two students and an increase by one student in 1992/93 with a significant increase by three students in the 1993/94 school year. In the band controlled school there has been an increase by one student and a leveling off from 1995 to 1998. A marginal increase for the band controlled school, compared to Indian Affairs control

Table 22
Grade seven comparison years 1990 - 1998

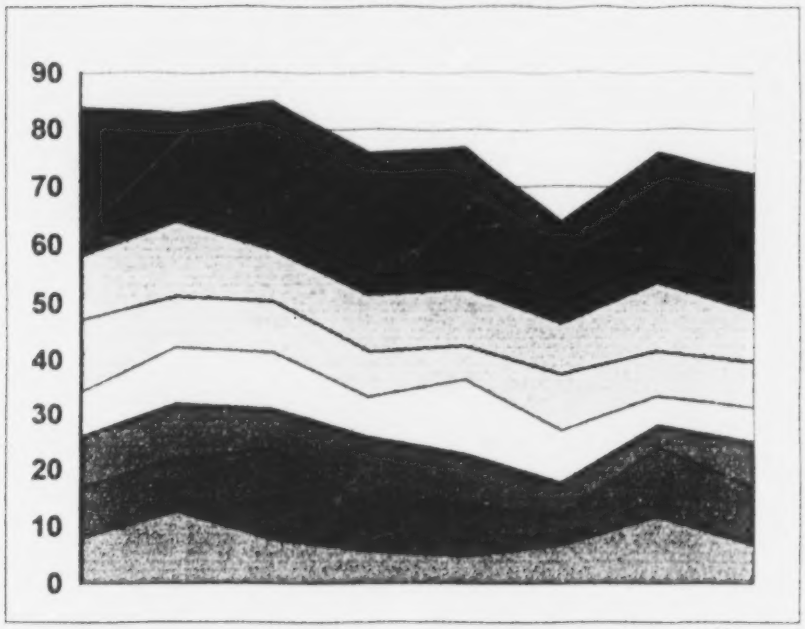
In this graph, students (12) were consistent for two years (1990/91 and 1991/92), but dropped by eight students in 1993/94, then gained by one in 1994/95 school year Attendance under band control consistently rose with the exception of one student loss in the 1996/97 school year

Table 23
Grade eight comparison years 1990 - 1998



In this graph, Indian Affairs attendance was on a steady decline, while band control attendance rose marginally. It should be noted that the band school retained three more students than Indian affairs.

Table 24
Comparison years at a glance



As the graph indicates, band control has made a difference in attendance rates for this band school.

The colors indicate grades.

Red - Grade One
Lime Green - Grade Two
Blue - Grade Three
Yellow - Grade Four
Pink - Grade Five
Light Blue - Grade Six
Brown - Grade Seven
Dark Green - Grade Eight

The following percentages for attendance were taken summarily from the student commulative files from the First Nations school involved in the study. This information was gathered in October of 1997.

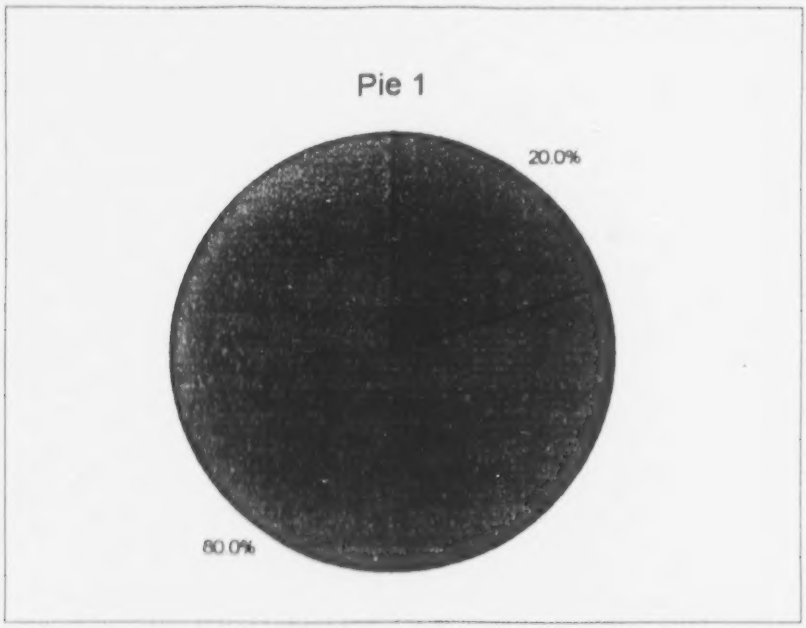
Table 25 Attendance 1991 - 1997

Grade	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97
N	74.9 %	83.7 %	79.4 %	88.2 %	Incomplete	78.2 %
K	71.0 %	88.6 %	89.8 %	83.1 %	83.8 %	83.3 %
1	86.7 %	89.7 %	88.2 %	90.9 %	86.6 %	87.7 %
2	92.3 %	80.5 %	90.1 %	94.3 %	93.0 %	87.1 %
3	84.6 %	96.0 %	84.8 %	85.8 %	92.2 %	87.3 %
4	85.4 %	87.4 %	92.9 %	90.1 %	93.1 %	91.2 %
5	94.9 %	89.7 %	90.6 %	91.6 %	88.8 %	85.9 %
6	Incomplete	96.2 %	90.8 %	88.6 %	93.3 %	89.4 %
7				87.6 %	98.3 %	85.8 %
8				Incomplete	83.9 %	84.6 %
9				Incomplete	59.6 %	76.9 %
10				Incomplete	Incomplete	73.6 %
11						
12						

The real attendance rates are considerably deceiving, in that due to illness or chronic medical disorders, students are not marked as absent. Students are marked present if they go to see a doctor, or if they are sent home; students are also marked present if there is a death in the family. Student records should be kept (other records) in order to analyze the effect of attendance on overall student achievement. For the above graph, student attendance was better in the band controlled school compared to Indian Affairs control. Although, there was not too much in terms of comparison to be of significance. If we look at grades Nursery to grade six for the years 1991 - 1997, there was only a small percentage (0.63 %) that separated Indian Affairs control [1991-1994] and the band controlled school [1994-1997] attendance. This school runs or is open for an average of 187 school days, last year (1996/97) they were open for 190 school days.

The following graphs deal specifically with grades nine and ten, in terms of **above grade, at grade** and **below grade levels**

Table 26
Indian and Northern Affairs Canada 1990/91



Grade 9

This illustrates that there are no students (red) who fall into the **above grade level** range, and only one student who falls into the **at grade level** (green) range. While in the **below grade level** (blue) there are four students in this category. The ages of the students are three at fifteen and one at sixteen in grade nine. This indicates that three students are one year behind and one student two years behind grade level.

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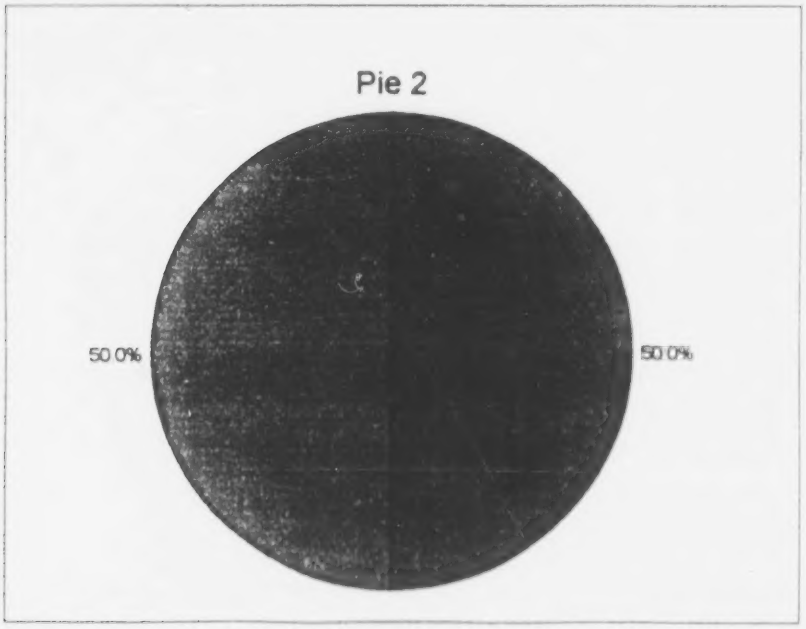
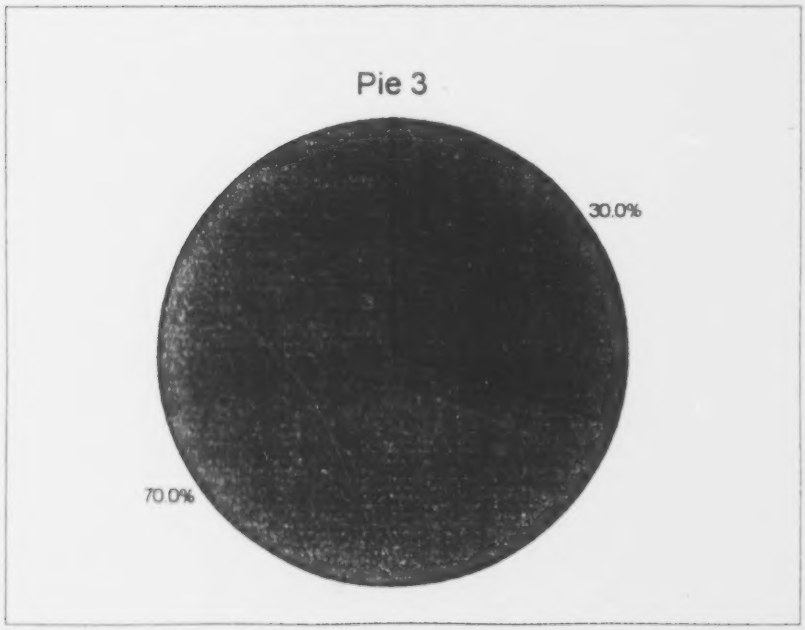
Table 27
Indian and Northern Affairs Canada 1991/92



Grade 9

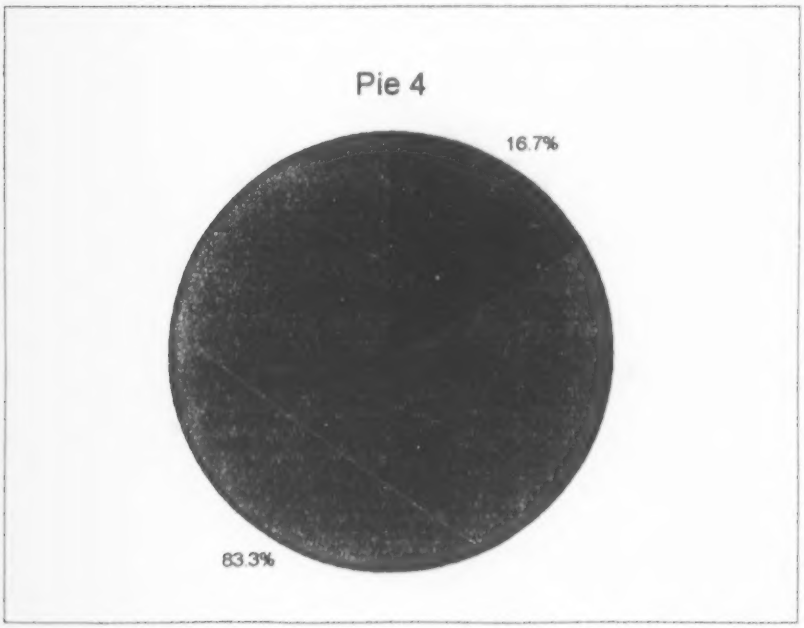
This pie indicates that there is an even split between **at grade** [2 students age 14 years] and **below grade** [2 students age 15 years] level. There are no **above grade** students at this time. There were no Grade 9 students in 1992-1994 school years.

Table 28
Band Controlled 1995/96 Grade 9



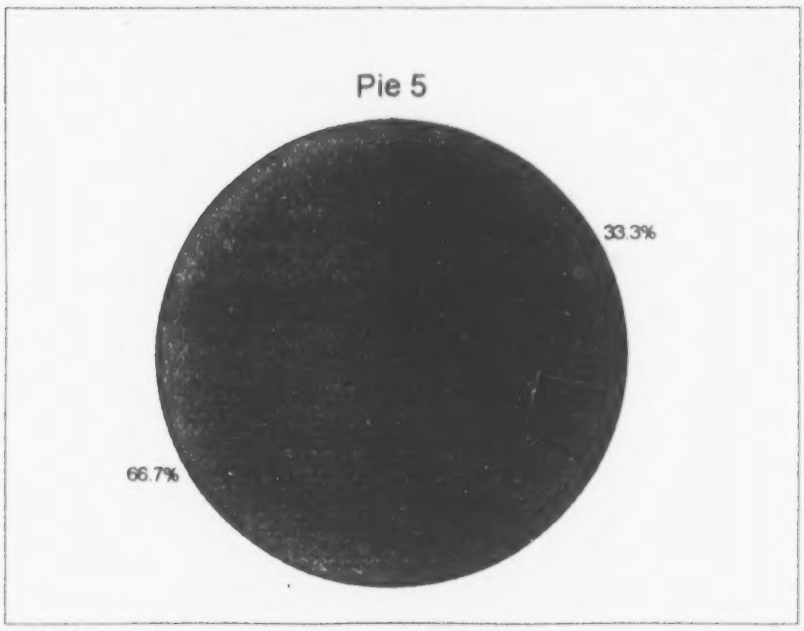
In this graph there are three students who are **at grade level** for their age (14) but there are seven students who are not at grade level. Their ages are: four at fifteen, two at sixteen and one at seventeen. This indicates a span of one to three years behind for this grade. This also indicates that the school is retaining more students who might have left the system earlier.

Table 29
Band Controlled 1995/96 Grade 10



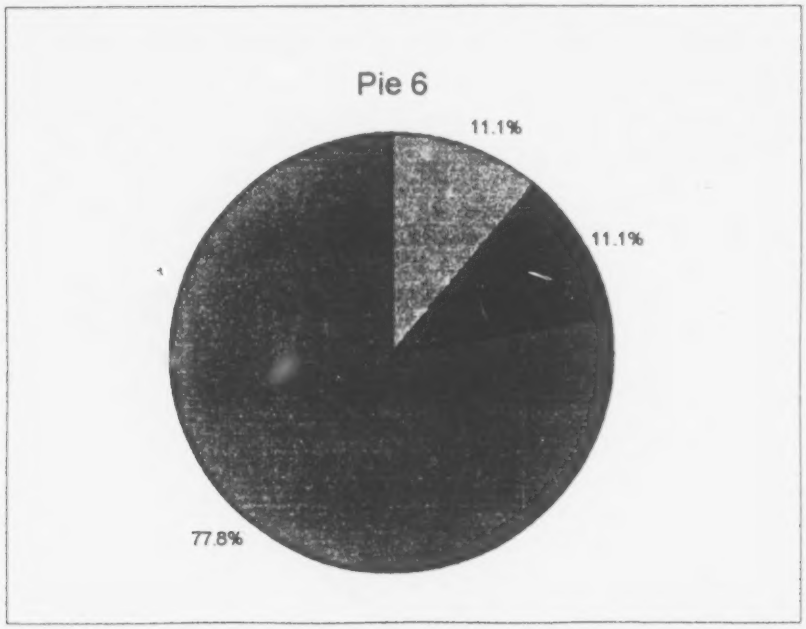
In this graph there are two students who are **at grade level** for their age (15) but there are ten students who are not at grade level. Their ages are: one at sixteen, three at seventeen two at eighteen, one at nineteen, two at twenty and one at thirty-six. This indicates that there is deceleration in age/grade progression, but it also indicates that the school is retaining and attracting more students who might have otherwise left the system earlier.

Table 30
Band Controlled 1996/97 Grade 9



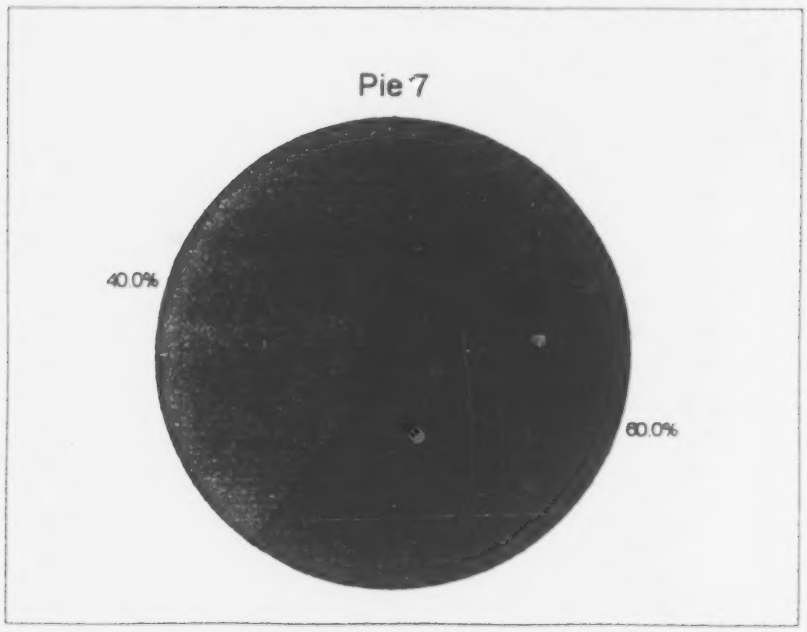
In this graph there are five students who are **at grade level** for their age (14) but there are ten students who are not at grade level. Their ages are: three at fifteen, four at sixteen two at seventeen, and one at eighteen. This indicates a deceleration of one to four years for this particular grade, but if we look at the age mean it is relatively close to where the students should be. This also indicates that the school is retaining and attracting more students who might have otherwise left the system earlier.

Table 31
Band Controlled 1996/97 Grade 10



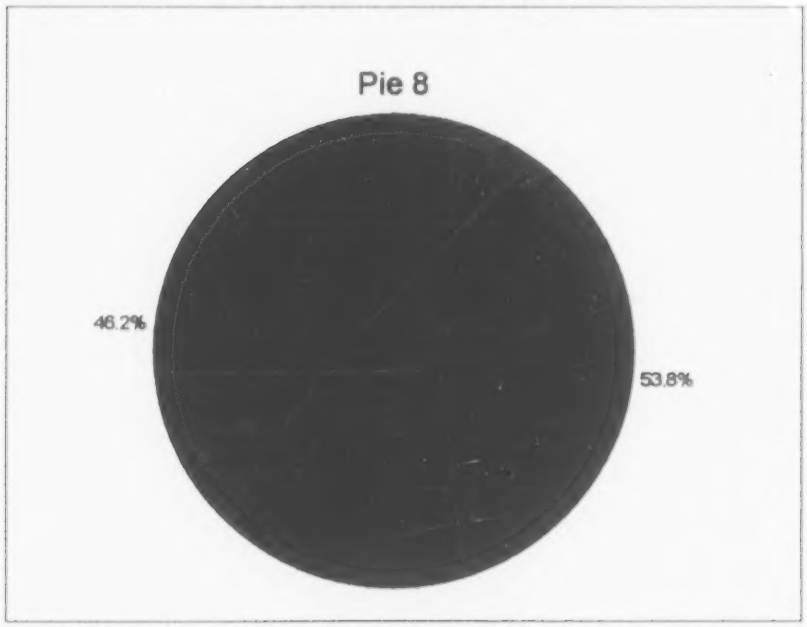
In this graph there is one student who is **above grade level** and one student who is **at grade level** (15) but there are seven who are **below grade level**. Their ages are: two at sixteen, one at seventeen, two at eighteen, one at nineteen and one at twenty-one. The difference in age indicates that age/grade deceleration is present, but it also indicates that the school is retaining and attracting more students who might have otherwise left the system earlier. This means it is likely credits are not being accumulated at a normal rate, and students will take extra years to graduate.

Table 32
Band Controlled 1997/98 Grade 9



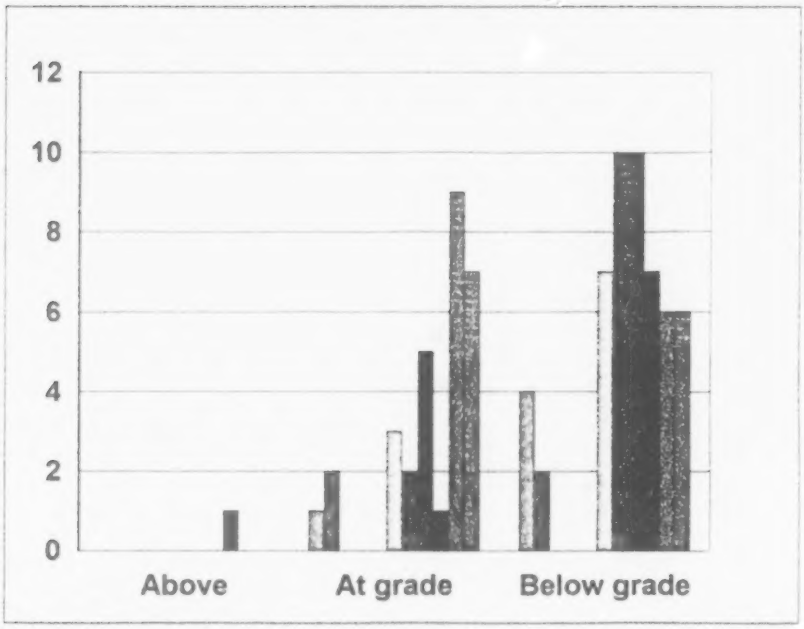
In this graph there are nine students who are **at grade level** for their age (14) but there are six students who are not at grade level. Their ages are: two at fifteen, one at sixteen two at seventeen and one at eighteen. The difference in age/grade deceleration indicates that student ages are more closer to the mean age than in previous graphs, and there is a reduction in age/grade deceleration. This also indicates that the school is retaining more students who might have left the system earlier.

Table 33
Band Controlled 1997/98 Grade 10



In this graph there are seven students who are **at grade level** for their age (15) but there are six students who are not at grade level. Their ages are: two at sixteen, two at seventeen, one at eighteen and one at twenty-nine. This graph indicates that student ages are closer to the mean, and on occasion an older student (s) do enroll to further their education. This also indicates that the school is retaining and attracting more students who might have left the system earlier.

Summary Table 34
of Pie graphs 1 - 8



In this summary graph, the **below grade level** students are a prominent force that seems to be well established in the senior years, compared to the summary graph on page fifty-nine of this study. The students in grades one to eight are highly represented in the area of the **at grade** level compared to the **below grade levels**. It appears there are negative factors that contribute to the success of senior high students, compared to an absence of negative factors impacting on the success of the lower grade students. Some possibilities for the negative factors that limit success might include course delivery. The notion that all academics must be worked at in school is outdated, meaning there are other ways to get the same results.. Modules provide an answer to this dilemma. If student attendance is sparse, modules eliminate the attendance factor. The same amount of work will be completed, only in a different way. The needs of some students could be met by changing the approach in the delivery of academics. Teachers need to buy into new and innovative ways on how to make all students successful.

There is general information received in regards to the following headings:

Graduation /Grade Ten - The number of students who could go beyond this grade in 1995/96 was 10% of the student population, or accounts for 12.5 students. Upon completion of grade ten students could choose to attend any school in Manitoba to further their education. This in itself presents a problem, many of these students will encounter different forms of culture shock. There will be racist attitudes, stereotypical remarks, homesick and getting used to the ways of a new environment.

Some reserve schools have developed transition programs to ease the move from a First Nations community to city life. The course addresses survival, and success in a Euro-centric environment. This course was designed for students who have finished grade twelve, and plan to attend University.

Graduation /Grade Twelve - Students who further their education often choose to go to Winnipeg. The years involved are from 1994 to 1997, and the number of students who do graduate is roughly eight percent each year. The success rate of First Nations students in a home placement [where students are placed after leaving their community] situation is dependent on many variables. These variables are the same as the Grade Ten students, the author would further infer that this is applicable to the University setting as well. The obstacles the students encounter might or will have an effect on whether the student finishes their program. No information is known for students who might have gone on to University.

Certified Native Teachers - The number of Native teachers who work in this First Nation school is steadily increasing. In the years 1991 to 1994 there were only two Native teachers on staff, while in the following years 1995 to 1997 there was an increase of three which amounts to five certified teachers on staff. With the increasing student population, and possible inclusion

of grades eleven and twelve into the system, the number of Native teachers should increase further. The main problem for First Nations schools in terms of teacher retention is newly graduated teachers. They have a hard time to secure a position in the provincial system, and are forced to look for employment in other locations. Once these teachers have some experience they usually are successful in finding work within the provincial system. Principals who have experience work in the provincial system, it is not their first choice to work on a First Nations community. It is not until they are forced to leave their positions that these people end up in First Nations communities. Basically they are being recycled for the remainder of their careers, from one reserve to another.

The ideal situation for this school, and all other First Nations schools would be a 100 % Native teaching staff. This would include administration, custodial, maintenance, secretarial, and any other at the local level.

Drop Out Rate - The dropout rates for the years 1994 - 1997 are on average five to six per year, with reentrance in the following year. These students who leave the system are usually at the senior level, grades nine and ten. The reasons are failing to meet attendance (75 %) policy requirements and giving birth. These new mothers reenter and try to finish the remaining year.

Suspensions - On average, there are six per year, consisting of three to five days away from school. These suspensions often occur in the elementary section of the school, usually for fighting, and other infractions that are not in harmony with school rules.

Expulsions - There are on average two students per year who are expelled for three or more months. Expulsion occurs in the elementary section due to behavioral problems. The students who are expelled have been dealt with on numerous occasions. When all attempts to remedy the

situation have failed, then and only then, will expulsion occur.

Curriculum Adaptations - In the early to middle years the focus is on mathematics and language arts, with little or no Native content incorporated into the subject matter. In the senior years, modules are being used to curb attendance and different learning speeds; again, no Native content in one subject area. There seems to be a problem with developing Native content in First Nations schools. Could the problem be the Department of Education not allowing curriculum development to take place, or are there financial restraints that prevent change? Does the problem have to do with religion, in that people are afraid of their culture, or is it too early to develop curriculum?

Parent/Teacher Day - When Indian Affairs ran the school, from 1991 - 1994, parent attendance was varied, but on average there was a twenty-five to thirty percent rate. Under band control there was a substantial increase to seventy to eighty percent. There are four parent days per year, three with report cards. There is strong representation for the primary grades by parents, decreasing as the grades increase. The decline in attendance for the upper grades depends whether students want their parents at these meetings, or possibly an unpleasant incident with the educational system from their school years. Confrontation may be a problem for parents who attend these functions; also a lack of academic skills may contribute to the anxieties' of attending such functions. A solution to this problem is to develop a homework hot line for students that require assistance after school hours. Parents might not feel threatened by entering the school, if the atmosphere was relaxed.

Standardized Testing - In this area, the school is quite weak; the only form of testing being done is the Provincial Standardized Testing in mathematics and language arts. Unfortunately, the tests were only administered in May of 1997 and there are no other results to

compare these results with. Some of the observed weaknesses in grade three mathematics were 1) weaker performance on open-response questions than on restricted-response items, 2) weak in shape and space, and 3) certain restricted response items. The weaknesses may result from inadequate preparation from the teacher, or the students did not take the tests seriously. In either case the results are meaningless without a comparison for this study. However, the teacher will know that priority must be given to address the weak areas in mathematics.

Parental Involvement in the School - At present there are no parent/teacher associations or parent committees that operate in or out of this school. Parents do volunteer their time, but it seems that only the lunch program benefits from this. Parents also volunteer time at the end of the year when field trips take place. Parents generally do not play an important part in this school. Parents need to take the initiative to become part of their community school, because the school needs direction in the needs of the community. With little or no imput from parents, the school is at a loss in determining what programs need to be changed or developed to meet the needs of the student. Parents need to work with the school in determining how the success of their students will be achieved. The school is not a separate entity with power onto itself, it belongs to the community and is accountable to the community.

The results of the above information indicate that students are working their way through the system, and being successful; even though there are many obstacles to overcome. The continuous recruitment and hiring of Native teachers is on the increase. Dropout rates are at a minimum, and reentry is an established fact for this school. Suspensions and expulsions are nothing out of the ordinary, in fact they are relatively low. Curriculum needs to be written with the focus on Native content to be incorporated into all subject areas. Parents need to become more involved in the school on a regular and consistent basis, to ensure the success of their

children. Standardized testing could benefit students and teachers if the cultural bias was eliminated from the testing material.

In summary of chapter four, the data collected from the school and the data provided by Indian and Northern Affairs Canada [only with permission from the chief and band could this information be obtained] clearly shows that there is a difference in who runs the school. The attendance was better, age-grade deceleration had been reduced, (reentry into educational programs for older students), and there is better screening of students to reduce age/grade discrepancies in the early grades. Greater success has been achieved in this school, as far as the above mentioned areas are concerned.